

## DOCUMENT RESUME

ED 107 692

TM 004 506

AUTHOR Beard, Eugene; McCoy, Shelvie A. L.  
TITLE ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report.  
INSTITUTION Federal City Coll., Washington, D.C. Center for Graduate Studies in Teaching.  
SPONS AGENCY District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.  
PUB DATE 30 Apr 74  
NOTE 162p.; See TM 004 505 (Vol. 1) for a report of the findings  
EDRS PRICE MF-\$0.76 HC-\$8.24 PLUS POSTAGE  
DESCRIPTORS Community Surveys; \*Compensatory Education; Cost Effectiveness; Elementary Secondary Education; Federal Programs; Parent Participation; Parents; Parent Teacher Cooperation; Participant Satisfaction; \*Personnel Evaluation; Principals; Professional Personnel; \*Program Effectiveness; \*Program Evaluation; \*Questionnaires; Staff Role; Statistical Analysis; Teacher Aides; Teachers; Urban Schools  
IDENTIFIERS District of Columbia Public Schools; \*Elementary Secondary Education Act Title I; ESEA Title I

## ABSTRACT

The rationale and description of the statistical techniques used in the analysis and evaluation of the reading and mathematics instructional components of the Districts' ESEA Title I programs are outlined. Also included are the 19 questionnaires used to gather staff, administrators, and parents. The data collected from these questionnaires was analyzed with student achievement test data to: (1) determine the effectiveness and efficiency of specific Title I components, (2) provide descriptive data concerning the roles and effectiveness of instructional and support personnel, and (3) to analyze the assessments of the program by individuals and groups with direct and indirect involvement in its operation. (DEP)

ED107692

# EVALUATION REPORT

ESEA Title I Program for 1972-1973  
Public Schools of the District of Columbia

## *Volume II*

Submitted by

Eugene Beard, Ph.D.  
Project Director

and

Shelvie A.L. McCoy  
Assistant Project Director

Prepared for

The Division of Planning, Research and Evaluation  
Public Schools of the District of Columbia

Under Contract No. 73223

April 30, 1974

School of Education, Division of Teaching,  
Center for Graduate Studies in Teaching

Federal City College Washington, D.C.

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY

TM 004 506

**APPENDIX**

## I. STATISTICAL METHODOLOGY FOR INSTRUCTIONAL COMPONENT ANALYSIS

The following pages present a brief explanation and description of the statistical techniques used in the analysis of the reading and mathematics instructional component evaluation. Where applicable, a rationale is provided.

### 1. Chi Square

Chi square is a useful technique in the following situations:

1. Goodness of fit - test whether a significant difference exists between an observed number of responses falling in each category and an expected number based on some null hypothesis.
2. Contingency tables.
3. The discrepancy of observed frequencies from frequencies expected on the basis of a prior principle. Such situations are rarely found in the social sciences.

The procedure involved in Chi square is basic, although the precise computation formula differs for one-sample cases and two or k-sample independent samples. For example, an observed data set is compared with another set of data based on a set of theoretical frequencies. Then, a measure of variation (Chi square) between actual and theoretical frequencies is computed, under the null hypothesis that the model "fits the facts." If the measure of variation is "high," the null hypothesis is rejected at some specified alpha risk. If the measure is "low" the null hypothesis is accepted--the model's output is in agreement with the actual frequencies. The usual formula for Chi square is:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

where  $O_i$  = observed number of cases categorized in the  $i^{\text{th}}$  category

$E_i$  = expected number of cases in the category under the null hypothesis ( $H_0$ )

## 2. Correlation Analysis

The problem of measuring degree of association between two sets of scores is quite different in character from that of testing for the existence of an association in some population. It is, certainly, of interest to be able to state the degree of association between two sets of scores from a given group of subjects. It is perhaps of greater interest to be able to say whether or not some observed association in a sample of scores indicates that the variables under study are most probably associated in the population from which the sample was drawn. The correlation coefficient itself represents the degree of association. Tests of the significance of that coefficient determine, at a stated level of probability, whether the association exists in the population from which a sample was drawn to yield the data from which the coefficient was computed.

In the parametric case, the usual measure of correlation is the Pearson product-moment correlation coefficient  $r$ . This statistic requires scores which represent measurement in at least an equal interval scale. If an observed value of  $r$  is tested for significance, it is assumed that the level of measurement is met and that scores are from a bivariate normal population. Otherwise, nonparametric measures of

correlation should be used, such as the Kendall rank correlation coefficient. Issue will be taken with such a fundamentalist view.<sup>1</sup> A product-moment correlation will be used where a nonparametric technique is indicated. Within very broad limits, the correlation between two variables is affected little by monotonic transformations of the variables. Product-moment correlation mainly is sensitive to the rank order of subjects on two measures. As long as that rank order is not disturbed, changes in the shapes of distributions make only very small changes in the correlation. Therefore, it is not sensible to avoid more powerful methods of analysis simply because the "real" level of measurement was not used.

### 3. Factor Analysis

Factor analysis represents a set of techniques for finding the number and characteristics of variables underlying a large number of measurements made on individuals or objects. Its purpose is to reduce complexity by reducing redundancy in measurement. For example, if a group of respondents are given a set of tests and it turns out that several of the tests are really measuring the same attitude, then we could eliminate redundancies and thus achieve a less complex characterization of the data.

Many factor analytic techniques are available: principal components analysis is used on the data in this study. This technique systematically extracts factors sequentially with the objective of producing maximum discrimination among individuals by determining what the various

---

<sup>1</sup>Nunnally, Jum, Psychometric Theory, McGraw-Hill, New York, 1967

tests are measuring in common. Variation which is "unexplained" by the first factor may be, in part, explained by a second factor which is independent of the first, and so on, until it is not worthwhile extracting more factors. As discussed in the body of the report, factor analysis was applied only to interpretation of two sets of Likert scales in the Educational Aide questionnaire.

## II. SAMPLING METHODOLOGY

### 1. Overall Sample

This study was designed to determine the relative cost-effectiveness of three different reading programs used as part of the Competitive Reading Partnership (CRP), and to compare their effectiveness with that of the materials used by classroom teachers who chose not to utilize any of the CRP materials. The four sampling groups therefore included:

- Classes using the D.C. Heath program;
- Classes using the McGraw-Hill program;
- Classes using the Random House program;
- Classes not participating in the CRP.

The universe of classes participating in the CRP includes Title I elementary school classes for grades kindergarten through three. Approximately one-fourth of all Title I classes were non-participating due to the classroom teacher's decision. Although kindergarten classes were part of the program, they had to be excluded from the sample group since no standardized testing was provided at this level.

### 2. Sampling for the Basic Study

Theoretically, sampling could be based on the total student population rather than the classrooms, but this presented major difficulties in matching pretest and posttest scores for the same students. (A previous Title I evaluator, Neyman, mentioned this problem in his discussion of objective data in a 1972 report.) Thus, the classroom became the primary sampling element.



The population to be sampled included the following numbers of classrooms by grade:

Grade 1 - 227 classrooms

Grade 2 - 230 classrooms

Grade 3 - 218 classrooms

or a total of 675 classrooms.

The sampling frame consisted of lists, provided to the evaluation team by the D.C. Public Schools Title I Office, which specified the names of teachers in each school and at each grade level, using in their classrooms each of the three Competitive Reading Partnership programs. The evaluation team determined that teachers for whose classes pretest information was available but who had not yet committed themselves to using any of the new programs would provide the sampling group for non-Partnership classrooms.

For classrooms participating in CRP, the program participation lists also specified the month during which the teachers had received their materials and thus were able to begin using the reading programs with their classes. In order to guarantee a fair evaluation for all companies during their first year, consideration was given to the month that various classrooms were given their materials and began using them. Because materials were delivered by different companies at different times, only those Partnership classrooms which were able to begin use of the materials in November or December of 1972 were included in the population from which the CRP sample was drawn. (It is, of course, understood that teachers who received their materials in November or

December used whatever previous materials they had been employing until the new materials arrived.)

The sampling technique was a multi-stage stratified random sampling effort. This procedure has the advantage of being able to address a particular problem with great precision. Each grade has adequate representation in the sample, for example. Moreover, a valid sample cuts the cost of data gathering and analysis without jeopardizing the generalizability of the findings.

Perhaps the major limitation on the sample is that by eliminating all classrooms in which the teacher did not receive materials until after December, we may have left a sample which is not representative of all teachers using the program. However, a comparison of classroom pretest score means, ranges, and standard deviations for all classroom teachers within a program with those teachers receiving materials by December (Table B1) does not indicate much dissimilarity. One other problem may be more significant; it relates to the whole question of the comparison of the groups through statistical analysis. Since the teachers volunteered to use the reading programs or were "volunteered" by principals and/or administrators, there is no way to control for the infinite number of variables that random assignment to one of the three programs would take care of. This problem is a limitation on all findings (rather than merely a sampling problem).

Before the sample could be drawn, the pretest scores of all Title I identified students, those scoring at or below the fiftieth large-city percentile on the October pretest, were summarized for all

TABLE B1. COMPARISON OF ALL CLASSROOMS AND NOVEMBER-DECEMBER CLASSROOMS BY PROGRAM

Program	Number of Classrooms	Students in class	Number of Identified	Percent of Identified	ID Pretest Range	ID Pretest Mean	Standard Deviation
Total D.C. Heath Nov.-Dec. only	60 43	1515 1089	1177 855	77.7 78.5	43.6 42.9	26.1 26.4	4.0 4.2
Total McGraw-Hill Nov.-Dec. only	56 21	1428 527	1132 428	79.2 81.2	42.6 45.0	26.9 27.3	6.3 5.4
Total Random House Nov.-Dec. only	17 15	440	352	80.2	42.7	25.4	5.2
Total Non-Partnership Same	85 85	2033 2033	1558 1558	77.6 77.6	41.6 41.6	26.9 26.9	5.8 5.8
Aggregate Programs	218	5416	4219	77.9	42.4	26.4	3.15

NOTE: It should be noted that at the time of this analysis, March 1973, the only form in which the pretest information was available was either large-city grade equivalents or percentiles. Since percentile scores had a greater range possible, the first to the fiftieth percentile, than grade equivalents, from 1.0 to 2.9, this analysis -- was computed on percentiles, although percentiles are not normally averaged.

classrooms. Classrooms falling within plus or minus two standard deviations of the aggregate November-December mean of identified students for that grade level were considered eligible for sample selection for the third grade. For the second grade, the mean large-city percentile was used, because raw scores were not available. For the first grade, the mean raw scores of identified children were used.

Within this stratification by beginning date, pretest level, and grade level, a random sample of classrooms was drawn in the following manner. Since the Random House classrooms constituted the smallest group, the number of classrooms in this group fitting the criteria specified above became the N for each group. All qualifying classrooms in the other two programs were numbered and an equal N was chosen using a table of random numbers. (See Table B2 for list of sample classrooms.)

### 3. Sampling for the Supplemental Instruction Substudy

In addition to this primary sample, a slightly different sample was required at the third grade level for the substudy investigating the amount of supplemental instruction identified students received in reading. Since a multiple regression technique had been tentatively planned for the analysis, it was not necessary to limit through stratification the pretest means of the identified students within classrooms; this could be done by using pretest scores as a controlling variable. Consequently, a simple random sample was drawn using the classrooms as the primary unit, because of economy in data collection and matching scores for students. However, the individual student became the secondary sampling unit.

TABLE B2.

## SAMPLE CLASSROOM TEACHERS

<u>D.C. Heath</u>	<u>Code #</u>	<u>McGraw-Hill</u>	<u>Code #</u>
Aiton - Jackson 19/ °	001	Amidon - Ca	101
Hill 21/	002	Martin 26/	103
Wade 26/	003	Payne 18/	104
Bundy - Williams 20/	005	Cleveland - Epps 20/	106
Cooke - Moore 16/	006	Giddings - Cheeseman 21/	107
Harrison - Murray 22/	014	Lenox - Ridgely 14/	109
Hendley - Hodges 25/	016	Lovejoy & Wilson -	
Ellington 19/	017	Gordon 25/	112
Aiken 22/	019	Lister 21/	111
Campbell 21/	020	McCogney - Hillocks 15/	115
Tubman - Wilbert 15/	036	Morgan - Wardell 31/	116
Van Ness - Garriis 11/	037	Shadd - Black 30/	120
Weatherless - West 14/	039	Christian - 29/	121
		Young - Bailey 17/	122

Random House

Cleveland - Wilbanks 9/	201
Draper - Engrum 17/	202
Redfield 11/	202
Shaw 21/	203
Broadus 26/	204
Goding - Ford 20/	206
Upton 23/	207
Logan - Mayo 31/	208
Lud-Tay. - Brooks 26/	209
Bryant 21/	210
Meyer - Walcot 28/	211
Shadd - Towles 34/	213
Jackson 28/	214

Non-Partnership Teachers

H.D. Cooke -	
Wilkerson 21/	303
Ketcham - Pierre 21/	320
Rice 18/	321
Perry-Sim. - Mack 15/	340
Thomas - Lewis 24/	355
Thomson - Bennett 15/	359
Walk-Jones - Wallace 14/	366
Watkins - Griffin 17/	369
Weatherless - McKoy 25/	372
Drew - Davis 28/	380

After the classroom sample was randomly selected, the number of identified students in the classrooms (based on information gained from the pretest sheets for each class) was determined. There were 944 identified students in the four reading programs. The Reading Resource Teacher Questionnaire provided the names of students within the sample classrooms who had received supplemental instruction from the resource teacher. It was found that 220 pretested, identified students receive supplemental instruction. Some sample classrooms were lost because they had changed reading plans or not returned the questionnaire; six were discarded because of changed plans and one for lack of a returned questionnaire. The sample was further reduced to 194 by eliminating students or classes without posttest scores. Since the N's of the eight desired cells were extremely unequal, random discarding of students was used to achieve proportional groups of high and low amounts of supplementary instruction for the four reading approaches (three CRP programs and non-Partnership groups. Table B3 shows these groupings. Sampling out to effect equal cell size was not used because it would have resulted in too great a loss of students. To achieve proportions of three to two students, low to high, the total N was further reduced to 159 students.

The dividing line between the low and high supplemental instruction group was set at 2598 minutes (43.3 hours), the median amount of supplemental instruction provided over the school year. Those students receiving at or below the median amount of supplemental instruction comprised the low group; those above the median comprised the high group.

TABLE B3. STUDENTS ELIGIBLE FOR SAMPLE BY PROGRAM AND  
LEVEL OF SUPPLEMENTAL INSTRUCTION CELLS

Reading Program	Amount of Supplemental Instruction	Students with Pre-and Posttests	Number Randomly Excluded	Final Cell Size
D.C. Heath	low high	38 24	2 0	36 24
McGraw-Hill	low high	25 30	1 14	24 16
Random House	low high	21 15	0 1	21 14
Non-Partnership	low high	14 25	0 15	14* 10*
Total	low high	98 92	3 30	95 64
	combined	192	33	159

\*Slight disproportionality would reduce the cell size to too small an n.

The range of instruction provided for each group was as follows (see Table B4):

Low supplemental instruction group - 346 to 2598 minutes  
(5.8 to 43.3 hours)

High supplemental instruction group - 2728 to 7794 minutes  
(45.5 to 129.9 hours)

#### 4. Limitations on Data Analysis

The major limitation on data analysis, as was previously suggested, is the comparison of existing groups, for different reading approaches or different amounts of supplementary instruction. Since teachers selected reading programs voluntarily rather than being assigned randomly to use one program, there is no way to prevent this limitation. A subsidiary problem is the question of the representativeness of the November-December group of the entire Title I population in the various reading groups. An unavoidable problem for the major study comes from changes in use of reading programs; the greatest change occurred in the non-Partnership group when teachers volunteered for a new program after they had been chosen as part of the non-participant sample. Any classroom whose teacher changed programs had to be dropped. The teacher would have had less time to become familiar with the new materials than the regular group which had been using those materials for a longer time, and so could not become part of that CRP cell, and could no longer fit the original sample cell because a different program was in use.

#### 5. Sample for Cost-Effectiveness Analysis

For purposes of analyzing the relative cost-effectiveness of the materials provided by the three CRP companies, pretest and posttest scores for third-grade classes only were analyzed.



TABLE B4. DISTRIBUTION OF STUDENTS BY READING PROGRAMS  
& AMOUNT OF SUPPLEMENTAL INSTRUCTION

0	000	100	200	300	
350	5(0)	1			1
700	13(+2)	1	2(1)	1	9
1050	13(+2)	1 (1)		6	20
1400	(3)	2 (+2)	4(4)	(1)	6
1750	(5)	5(+5)	6	3	14
Temp. Median					
2100	18(+5)	9(+4)	9	3	39 (9)
2450	(3)	1		1 (6)	2(9)
FINAL MEDIAN-					MEDIAN
2800	(1)	1 (+7)	(2)	1(+9)	2(19)
3150	6(+4)	1 (+7)		3 (3)	11(14)
3500	1(1)	1 (+4)			2(5)
3850	(1)	1 (+1)		3	4(3)
4200	4			(1)	4(1)
4550					1(1)
4900		2 (2)		(3)	2(5)
5250		2 (+2)		(3)	2(5)
5600				(6)	-(6)
5950			(2)	2(6)	2(8)
6300			3(2)		3(2)
6650		(2)	(1)		-(3)
7000		8(+1)	10		18(1)
7350					
7700	(+1)				(1)
8050	13(+1)	(1)			13 (2)
	60(+4) (29)	40 (22) (39)	35(18)	24(34)	159 (198)

III.

INSTRUMENTS

A. CLASSROOM TEACHER QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public Schools Title I Program. The purpose of the study is to collect information that would be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experience by completing this questionnaire.

Please answer all questions unless directed otherwise.

1. Education: (Check highest degree attained)  
   H.S.    A.A.    B.A./B.S.    M.A./M.S.    Doctoral
2. Total number of years, including 1972-73, as an elementary classroom teacher                     .
3. Age: (Circle one): 20 years or younger -----1  
21 to 25 years old -----2  
26 to 30 years old -----3  
31 to 35 years old -----4  
36 to 40 years old -----5  
41 to 45 years old -----6  
Over 46 years old -----7
4. Sex: (Circle one) Female ---1  
Male ---2
5. Total number of years you have taught in a Title I school.
6. What grade(s) level are you presently teaching?
7. How many years have you taught at the grade level you are presently teaching?
8. What is your class enrollment?
9. Of the total number of pupils enrolled in your classroom, how many are identified for Title I:  
(a)    reading?  
(b)    math?
10. How many 1972-73 reading identified pupils received regular instructions from the Title I resource teacher in  
(a)    September?  
(b)    October?  
(c)    November?  
(d)    December?  
(e)    January?  
(f)    February?  
(g)    March?  
(h)    April?  
(i)    May?
11. What was the average number of sessions the pupils received in reading instructions from the resource teacher per week?
12. What was the average number of minutes per session?
13. When did this service begin? Month

14. How are identified pupils organized for instructional purposes?
- a small groups (10 or less)
  - b large groups (more than 10) If so, how many? \_\_\_\_\_
  - c individualized reading
15. Do pupils miss part of their regular classroom reading instruction when they go to the reading resource teachers?
- a Yes (If so, how many minutes of the total daily reading time do they miss?) \_\_\_\_\_
  - b No
16. Is the reading resource teacher's instruction of identified pupils coordinated with your classroom reading instruction?
- a No
  - b Yes (If so, how?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
17. Which phrase below best describes the schedule by which pupils are removed from their regular classroom to take reading from the reading resource teacher?
- a The same each week
  - b Rotated each week (If so, under what circumstances?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
18. What request, if any, did you make to the reading resource teacher in regard to identified pupils?
- a none
  - b special reading materials
  - c individual diagnosis of identified pupils reading deficiencies
  - d prescriptive strategies to correct reading deficiencies
  - e consultation on identified pupils
  - f work directly with pupils
  - g other (Please specify) \_\_\_\_\_
19. What request(s), if any, did the reading resource teacher make of you in regard to identified pupils?
- a none
  - b identification of specific skill deficiencies to be remediated
  - c coordination of efforts so that my work in the area of remediating pupil reading weakness would be reinforced
  - d other (Please specify) \_\_\_\_\_

20. In comparison with the beginning of this school year, how prepared would you be in October 1973 to list the specific reading deficiencies of your pupils?
- a    Less prepared
  - b    More prepared
  - c    About the same
21. How sufficient was the feedback you received from the reading resource teacher concerning the progress of your pupils that he instructed?
- a    Quite sufficient (go to question #23)
  - b    Sufficient (go to question #23)
  - c    Not quite sufficient
  - d    Not sufficient
22. In your opinion, why have you not received sufficient feedback?
- a    classroom teacher lacked time to confer
  - b    classroom teacher thought feedback was unnecessary
  - c    resource teacher lacks time
  - d    resource teacher thought feedback unnecessary
  - e    Other (Please specify) \_\_\_\_\_
23. How are identified pupils organized for instruction?
- a    small groups (10 or less) If so, how many groups do you instruct per week? \_\_\_\_\_
  - b    large groups (more than 10) If so, how many groups do you instruct per week? \_\_\_\_\_
  - c    individualized
24. How often, if at all, were opportunities (or sessions) provided to you for planning, developing, and/or evaluating the Title I reading program?
- a    weekly
  - b    biweekly
  - c    monthly
  - d    bimonthly
  - e    quarterly
  - f    once a year
  - g    Other (Please specify) \_\_\_\_\_
25. Have you had any in-service training this school year?
- a    Yes (If so, where?) \_\_\_\_\_
  - b    No

26. If you have had in-service training, please check in column "A" those training activities in which you participated. For each activity checked in column "A", indicate the degree to which you found it helpful by circling the appropriate number under column "B".

	A Training in which I participated	No Help	Little Help	B Some Help	Great Help
Workshops conducted by the reading resource teacher	<input type="checkbox"/>	1	2	3	4
Workshops conducted by math resource teacher	<input type="checkbox"/>	1	2	3	4
Staff development activi- ties conducted by the Reading Department	<input type="checkbox"/>	1	2	3	4
Observations of ex- perienced teachers	<input type="checkbox"/>	1	2	3	4
Coursework in teaching reading	<input type="checkbox"/>	1	2	3	4
Other (Please specify) _____	<input type="checkbox"/>	1	2	3	4

27. How do you feel about released time staff development workshops?

a ☐ very effective  
 b ☐ effective  
 c ☐ not very effective  
 d ☐ not effective (If so, why?) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

28. While you attended workshops on a released time basis, who substituted for you?

a ☐ pupils sent to other rooms  
 b ☐ substitute teacher  
 c ☐ Title I Substitute Corps personnel  
 d ☐ Principal  
 e ☐ counselor  
 f ☐ other (please specify) \_\_\_\_\_

29. How many in-service training (staff development) sessions did you attend?  
\_\_\_\_\_
- a. Sessions attended during school hours  
1. \_\_\_\_\_ full days Where? \_\_\_\_\_  
2. \_\_\_\_\_ half days Where? \_\_\_\_\_  
3. \_\_\_\_\_ Other (please specify) \_\_\_\_\_
- b. Sessions attended during non-school hours  
1. \_\_\_\_\_ full days Where? \_\_\_\_\_  
2. \_\_\_\_\_ half days Where? \_\_\_\_\_  
3. \_\_\_\_\_ Other (please specify) \_\_\_\_\_
30. How many hours of in-service training did you receive in each of the following areas?
- a. \_\_\_\_\_ D.C. Schools Title I Plan of Operations  
b. \_\_\_\_\_ Federal Title I Guidelines  
c. \_\_\_\_\_ Self-analysis of strengths and weaknesses  
d. \_\_\_\_\_ Relationship between race, social class and poverty  
e. \_\_\_\_\_ effects of poverty on socialization and learning  
f. \_\_\_\_\_ strengths of the child in poverty  
g. \_\_\_\_\_ Poverty cycle intervention strategies  
h. \_\_\_\_\_ educational methodology
31. How would you rate your in-service training?
- a. \_\_\_\_\_ very adequate  
b. \_\_\_\_\_ adequate  
c. \_\_\_\_\_ not very adequate  
d. \_\_\_\_\_ not adequate
32. Give the number of pupils who have received reading instructions from the regular D.C. School budget reading specialist this school year.
- a. \_\_\_\_\_ identified pupils  
b. \_\_\_\_\_ non-identified pupils
33. Are you using any of the materials of the Competitive Reading Partnership?
- a. \_\_\_\_\_ No  
b. \_\_\_\_\_ Yes (If so, which?) \_\_\_\_\_ McGraw-Hill \_\_\_\_\_ Random House \_\_\_\_\_ D.C. Heath
34. What month did you receive your full supplies? \_\_\_\_\_
35. What pupils use the materials (McGraw-Hill, D.C. Heath, or Random House) of the Competitive Reading Partnership?



36. Who made the decision to use the material as you indicated in question #32?

- a ☐ Office of Federal Programs
- b ☐ Division of Instructional Services
- c ☐ Reading Task Force
- d ☐ Principal
- e ☐ Self
- f ☐ Other (Please specify) \_\_\_\_\_

37. How do you handle new Title I pupils who were using materials different from the materials you use?

38. How often do you use these materials (McGraw-Hill, Random House, D.C. Heath)?

- a ☐ daily
- b ☐ once a week
- c ☐ twice a week
- d ☐ three times a week
- e ☐ four times a week
- f ☐ other (please specify) \_\_\_\_\_

39. How do you use them?

- a ☐ instead of basal reader
- b ☐ in addition to basal reader
- c ☐ other (please specify) \_\_\_\_\_

40. How would you rate the effectiveness of the Competitive Reading Partnership materials in comparison with the basal reader?

- a ☐ very effective
- b ☐ effective
- c ☐ not very effective
- d ☐ not effective

41. During this school year, did you request assistance from the resource teacher (reading or math) for professional improvement?

- a ☐ Reading Teacher
  - 1. ☐ Yes
  - 2. ☐ No
- b ☐ Math Teacher
  - 1. ☐ Yes
  - 2. ☐ No

42. How would you rate the assistance you received from the resource teacher?
- a ☐ excellent
  - b ☐ good
  - c ☐ fair
  - d ☐ poor
43. Have you received new materials other than reading and math?
- a ☐ No (Go to question #45)
  - b ☐ Yes
44. How useful were they?
- a ☐ very useful
  - b ☐ useful
  - c ☐ not very useful
  - d ☐ not useful
  - e ☐
45. Were you provided with sufficient materials to individualize your teaching of reading and math using a diagnostic/prescriptive approach?
- a ☐ Yes
  - b ☐ No
46. What role, if any, have parents played in your classroom this year?
47. What activities have parents or members of the Parent Volunteer Corps participated in your classroom?
- a ☐ Clerical and non-instructional
  - b ☐ Working with individual students
  - c ☐ Housekeeping
  - d ☐ Working with small groups of students
  - e ☐ Assisting the classroom teacher with the whole group in a class recitation
  - f ☐ Other (Please Specify)
48. Do you have an educational aide?
- a ☐ Yes
  - b ☐ No (Go to question #50)

49. Which of the following duties were performed by your educational aide?

- a ☐ Clerical and non-instructional
- b ☐ Working with small groups of students
- c ☐ Working with individual students
- d ☐ Housekeeping
- e ☒ Assisting teacher with whole group in class recitation
- f ☐ Other (Please Specify) \_\_\_\_\_

50. How much input did you have in the planning of the Title I program for your school?

- a ☐ Very much
- b ☐ Some
- c ☐ A little
- d ☐ None

51. Please indicate how useful the following Title I personnel have been in helping you meet your objectives. ("2" = very useful; "1" = moderately useful; "0" = not useful; "NA" = not applicable)

- a ☐ Educational aide
- b ☐ Pupil personnel worker/aide
- c ☐ Special Education
- d ☐ Speech Therapist
- e ☐ Mathematics teachers
- f ☐ Reading teacher
- g ☐ Title I staff
- h ☐ Clinical Psychologist
- i ☐ Health aide
- j ☐ Instructional coordinator

52. Did your class participate in any Title I cultural activities this year?

- a ☐ Yes
  - 1 ☐ outside the school
  - 2 ☐ inside the school
- b ☐ No

53. What cultural enrichment activities did you find to be of most value for your students? Please indicate whether these were inside or outside your school.

54. How frequently did you encounter the following problems as a Title I classroom teacher this year?

- a ☐ Meeting the needs of identified pupils
- b ☐ Obtaining appropriate materials
- c ☐ Receiving adequate guidance from Title I staff
- d ☐ Lack of time to develop program adequately
- e ☐ Communication problems with teachers
- f ☐ Communication problems with other staff members
- g ☐ Overlapping or lack of definition of authority
- h ☐ Criteria for identified students
- i ☐ Late student identification
- j ☐ Not enough Special Education
- k ☐ Poor training of resource teachers
- l ☐ Student behavior problems
- m ☐ Delivery of psychological services
- n ☐ In-service workshops
- o ☐ Other (Please Specify) \_\_\_\_\_

55. In order of preference, list the three things you liked most about the Title I program this school year.

- 1.
- 2.
- 3.

56. Starting with your biggest gripe, list the three things you liked least about the Title I program this school year.

- 1.
- 2.
- 3.

57. Starting with the most significant, what were the three most significant experiences you had in Title I this school year.

- 1.
- 2.
- 3.

58. Beginning with the most significant, what recommendations would you make to improve your effectiveness as a Title I teacher?

- 1.
- 2.
- 3.

59. All things considered, how do you find working as a Title I classroom teacher?

- a ☐ Very satisfying
- b ☐ Fairly satisfying
- c ☐ Not very satisfying
- d ☐ Not satisfying

60. Briefly explain your response to question number 59.

61. How would you rate the overall contribution of Title I to the education of your pupils?

- a ☐ Excellent
- b ☐ Good
- c ☐ Fair
- d ☐ Poor
- e ☐ No contribution

B. COST-EFFECTIVENESS: CLASSROOM TEACHER QUESTIONNAIRE

The purpose of this interview is to seek additional information related to the cost-effectiveness aspect of Federal City College's Evaluation of last year's Competitive Reading Partnership. This interview is strictly anonymous and no individual class will be identified in the report. The purpose of the cost-effectiveness study is to advise the school system which combinations of resources appear to be most effective for various cost levels in teaching students.

Was there a change of classroom teacher? If so, how many months were you there? \_\_\_\_\_ Were your procedures mainly the same as any predecessor's? SCHOOL: \_\_\_\_\_

\* How large was your class last year? \_\_\_\_\_

\* How many pupils were identified? \_\_\_\_\_

Did the identified children get any additional reading instruction in the classroom from you or someone assisting you beyond the regular 60 minutes instructional and 30 minutes supplementary reading time? \_\_\_\_\_

If so, how much? \_\_\_\_\_

How often? \_\_\_\_\_

List by name the identified children that were included. \_\_\_\_\_

If all identified children were not included, what was the basis for including only the above who had additional reading? \_\_\_\_\_

\* What percentage of your reading teaching would you say was devoted to each of the following: (REREAD THE BELOW IF NECESSARY - EVALUATION TEAM).

- A) \_\_\_\_\_ Total group: All members of the class were exposed to the same experiences.
- B) \_\_\_\_\_ Small group: Groups of from 3-10 students are taught.
- C) \_\_\_\_\_ Individualized Instruction: Each child has separate diagnosis, usually with a test instrument, and is taught separately as an individual.

For the extra instruction above, what % was of each type? A \_\_\_ B \_\_\_ C \_\_\_?

\*Easy questions

On the average, how many of your identified pupils were absent each day?

---

\* List the title of those who assisted you in teaching reading by working directly with pupils? \_\_\_\_\_

---

\* What was the approximate number of hours of assistance of each per week?

---

If you used Partnership materials last year:

How many hours of training did you have from the company representative or the school system counterpart?

A) Before school began or in the first two (2) weeks of using the program? \_\_\_\_\_

B) Weekly thereafter? \_\_\_\_\_

If you did not use the Partnership materials last year, how many hours of in-service training in reading did you receive weekly? \_\_\_\_\_

---

What approximate percentage of your reading instruction was devoted to Partnership materials? (FOR PARTNERSHIP TEACHERS ONLY - EVALUATION TEAM)

---

If less than 20% please give reason. \_\_\_\_\_

---

Did the identified children also receive instruction from a specialist?

---

If yes, list the identified children who received instruction from:

A) Non-Title 1 Reading Specialist \_\_\_\_\_

B) The Title 1 Reading Resource Teacher \_\_\_\_\_

\* Approximately, how many minutes per week did you discuss the instructional program of identified children with any such specialist?

\_\_\_\_\_

\* What percent of the identified children present at the beginning of the school year were also present at the end of school year? \_\_\_\_\_

Please name, if you can, those identified students who were:

Absent at least one day a week  
on the average:

Absent less than 6 days in a  
year:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



C. CLASSROOM TEACHER QUESTIONNAIRE (NON-PUBLIC)

This questionnaire is part of a study to evaluate the D.C. Public School's Title I Program. The purpose of the study is to collect information that would be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I experience with us by completing this questionnaire.

Please answer all questions unless directed otherwise.

# CLASSROOM TEACHER QUESTIONNAIRE (NON-PUBLIC)

Please check, circle, or answer each of the following questions as appropriate. No one outside the F.C.C. Title I Evaluation Team will have access to any information on this form.

Classroom code \_\_\_\_\_ School code \_\_\_\_\_

1. How many years have you taught before this year? \_\_\_\_\_
2. How many years in a Title I school? \_\_\_\_\_
3. How many years at this grade level? \_\_\_\_\_
4. What is your educational level? \_\_\_\_\_
  - a) Less than 4 years of college
  - b) Master's
  - c) B.A. or B.S.
  - d) Beyond Master's
5. What sex are you? M \_\_\_\_\_ F \_\_\_\_\_
6. I have \_\_\_\_\_ math identified and \_\_\_\_\_ reading identified in my total class of \_\_\_\_\_.

## READING

7. How many 1972-73 reading identified students received regular instruction from the Title I resource teacher in: Sept. \_\_\_\_\_, Oct. \_\_\_\_\_, Nov. \_\_\_\_\_, Dec. \_\_\_\_\_, Jan. \_\_\_\_\_, Feb. \_\_\_\_\_, Mar. \_\_\_\_\_, Apr. \_\_\_\_\_.
8. Average number of sessions a week? \_\_\_\_\_
9. Average minutes per session? \_\_\_\_\_
10. This service began in the month of \_\_\_\_\_.
11. Is this instruction with less than ten students? Yes \_\_\_\_\_. No \_\_\_\_\_.
12. If more, how many? \_\_\_\_\_
13. Do the students miss part of the regular classroom instruction in reading when they go to the reading resource teacher? Yes \_\_\_\_\_. No \_\_\_\_\_.
14. If so, how many minutes \_\_\_\_\_ of your total minutes \_\_\_\_\_ daily classroom instruction (reading) do they miss?
15. If so, are there any modifications to avoid a student missing classroom instruction in the area in which he needs supplementary instruction? Yes \_\_\_\_\_. No \_\_\_\_\_.
16. If yes, explain: \_\_\_\_\_

Page 2 - QUESTIONNAIRE (NON PUBLIC)

17. Have you requested help in specific skills for these students?  
Yes \_\_\_\_\_. No \_\_\_\_\_.
18. Has the resource teacher asked what specific skills these students needed before beginning this supplemental instruction? Yes \_\_\_\_\_. No \_\_\_\_\_.
19. If you were asked next October to make recommendations to a reading resource teacher, how prepared would you be to list specific skills that individual children in your class needed in comparison with the beginning of this year? More \_\_\_\_\_. Less \_\_\_\_\_. Same \_\_\_\_\_.
20. Has there been sufficient feedback to you, the regular reading teacher for your class, from the reading resource teacher on the progress of your students that she works with? Yes \_\_\_\_\_. No \_\_\_\_\_.
21. If not, is the reason:  
a) lack of time for classroom teacher to confer  
b) resource teacher lacked time  
c) both of the above  
d) resource teacher said conference unnecessary  
e) I felt a conference was not needed  
f) other (specify): \_\_\_\_\_
22. How many small groups do you have for reading instruction? \_\_\_\_\_  
Do not use small groups \_\_\_\_\_. Individualized reading \_\_\_\_\_.
23. When you consider the total number of identified students the resource teacher had to work with in your building \_\_\_\_\_ did she provide as much help as possible? Yes \_\_\_\_\_. No \_\_\_\_\_. Not sure \_\_\_\_\_.
24. How many days of staff development in reading were offered to you by the D.C. Schools? \_\_\_\_\_
25. How many days of staff development did you attend when school was not in session? \_\_\_\_\_
26. How many half days of released-time workshops during school? \_\_\_\_\_
27. Were substitutes provided by the Title I Substitute Corps?  
Always \_\_\_\_\_. Usually \_\_\_\_\_. Sometimes \_\_\_\_\_. Never \_\_\_\_\_.
28. How useful were the workshops? Excellent \_\_\_\_\_. Good \_\_\_\_\_. Fair \_\_\_\_\_.  
Poor \_\_\_\_\_. Not offered \_\_\_\_\_.

MATHEMATICS

29. How many 1972-73 math identified students received regular instruction from the Title I resource teacher in: Sept. \_\_\_\_\_, Oct. \_\_\_\_\_, Nov. \_\_\_\_\_, Dec. \_\_\_\_\_, Jan. \_\_\_\_\_, Feb. \_\_\_\_\_, Mar. \_\_\_\_\_, Apr. \_\_\_\_\_.

Page 3 - QUESTIONNAIRE (NON PUBLIC)

30. Average number of sessions a week? \_\_\_\_\_
31. Average minutes per session? \_\_\_\_\_
32. This service began in the month of \_\_\_\_\_.
33. Is this instruction with less than ten students? Yes \_\_\_\_\_. No \_\_\_\_\_.  
If more, how many? \_\_\_\_\_
35. Do the students miss part of the regular classroom instruction in math when they go to the math resource teacher? Yes \_\_\_\_\_. No \_\_\_\_\_.  
Not sure \_\_\_\_\_.
36. If so, are there any modifications to avoid a student missing classroom instruction in the area in which he needs supplementary instruction? Yes \_\_\_\_\_. No \_\_\_\_\_.  
If yes, explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
38. Have you requested help in specific skills for these students? Yes \_\_\_\_\_. No \_\_\_\_\_.  
Has the resource teacher asked what specific skills these students needed before beginning this supplemental instruction? Yes \_\_\_\_\_. No \_\_\_\_\_.  
If you were asked next October to make recommendations to a math resource teacher, how prepared would you be to list specific skills that individual students in your class needed in comparison with the beginning of this year? More \_\_\_\_\_. Less \_\_\_\_\_. Same \_\_\_\_\_.
41. Has there been sufficient feedback from the math resource Teacher on the progress of your students that she works with? Yes \_\_\_\_\_. No \_\_\_\_\_.  
If not, is the reason:  
a) lack of time for classroom teacher to confer  
b) resource teacher lacked time  
c) both of the above  
d) resource teacher said conference unnecessary  
e) I felt a conference was not needed  
f) other (specify): \_\_\_\_\_
43. When you consider the total number of identified students the resource teacher has to work with in your building \_\_\_\_\_, did she provide as much help as possible? Yes \_\_\_\_\_. No \_\_\_\_\_. Not sure \_\_\_\_\_.
44. How many days of in-service staff development in mathematics were offered by the D.C. Schools? \_\_\_\_\_.

Page 4 - QUESTIONNAIRE (NON PUBLIC)

45. How many days did you attend when school was not in session? \_\_\_\_\_
46. How many half days of released-time workshops during school? \_\_\_\_\_
47. Were substitutes provided by the Title I Substitute Corps?  
Always \_\_\_\_\_. Usually \_\_\_\_\_. Sometimes \_\_\_\_\_. Never \_\_\_\_\_.
48. How many half days of in-service workshops did you attend that were provided for your own school? \_\_\_\_\_.

49. Note the approximate number of hours of training you had in each area below:

\_\_\_\_\_ D.C. Schools Title I Plan of Operation  
\_\_\_\_\_ Federal Title I Guidelines  
\_\_\_\_\_ Self-analysis of strengths and weaknesses  
\_\_\_\_\_ Relationship between race, social class and poverty  
\_\_\_\_\_ Effect of poverty on socialization/learning  
\_\_\_\_\_ Strengths of child of poverty  
\_\_\_\_\_ Strategies for intervention in poverty cycle  
\_\_\_\_\_ Educational Methodology

50. Give the following information for any new Title I materials, aside from reading and math, your class has received?

<u>Kind</u>	<u>Number Of</u>	<u>Subject Area</u>	<u>Month Received</u>
-------------	------------------	---------------------	-----------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

51. Were sufficient instructional materials provided for you to individualize the teaching of reading and math utilizing the diagnostic/prescriptive approach? Yes \_\_\_\_\_. No \_\_\_\_\_. Partially \_\_\_\_\_. Not sure \_\_\_\_\_.
52. How useful were any new Title I materials, aside from reading and math materials? Extremely \_\_\_\_\_. Average \_\_\_\_\_. Poor \_\_\_\_\_. None received \_\_\_\_\_.
53. Which students used these materials? Identified only \_\_\_\_\_. Identified primarily \_\_\_\_\_. Non-identified \_\_\_\_\_. All students \_\_\_\_\_.
54. What is the average number of your students attending any after-school program? \_\_\_\_\_. How many hours a day? \_\_\_\_\_. How many days a week? \_\_\_\_\_.
55. To what extent does the after-school program focus on instructional help? Greatly \_\_\_\_\_. To some degree \_\_\_\_\_. Not at all \_\_\_\_\_.
56. On what basis do students attend the after-school program? Voluntarily \_\_\_\_\_. By request of teacher/parent \_\_\_\_\_. Other (Specify): \_\_\_\_\_.
57. For any after-school work with an instructional emphasis, how do the aides/teachers on duty then coordinate with you?

Page 5 - QUESTIONNAIRE (NON PUBLIC)

58. Have any parents assisted you in the classroom? Yes \_\_\_\_\_. No \_\_\_\_\_.
59. If so, how many minutes \_\_\_\_\_ daily for how many days \_\_\_\_\_ weekly did a parent assist with reading instruction.
60. How many minutes \_\_\_\_\_ daily, for how many days \_\_\_\_\_ weekly for math instruction?
61. How would you rate their contribution in school? Excellent \_\_\_\_\_. Good \_\_\_\_\_. Fair \_\_\_\_\_. Negative \_\_\_\_\_.
62. Check those activities in which parents participated in your classroom. (See chart for specifics).
- \_\_\_\_\_ Clerical
  - \_\_\_\_\_ Instructional
  - \_\_\_\_\_ Non-Teaching Activities
  - \_\_\_\_\_ Housekeeping
  - \_\_\_\_\_ Monitorial
  - \_\_\_\_\_ Technical
63. How much input did you have into the planning of the Title I Program for your school? Sufficient \_\_\_\_\_. Insufficient \_\_\_\_\_. None \_\_\_\_\_.
64. Check the major problems you experienced with Title I in 1972-73:
- \_\_\_\_\_ Behavior problems of students
  - \_\_\_\_\_ Criteria for Identified
  - \_\_\_\_\_ Delivery of supplies
  - \_\_\_\_\_ Inadequately trained resource teachers
  - \_\_\_\_\_ Lack of planning input
  - \_\_\_\_\_ Late identification of student
  - \_\_\_\_\_ Psychological services
  - \_\_\_\_\_ Resource staff hired late
  - \_\_\_\_\_ Special Education needed
  - \_\_\_\_\_ Speech services
  - \_\_\_\_\_ Teacher taken from classroom
  - \_\_\_\_\_ Other (specify): \_\_\_\_\_
65. What were the greatest contributions of the 1972-73 Title I Program to the education of poor children? Rank these from (1) the greatest help to (9) the least help. Please rank them all.
- \_\_\_\_\_ Cultural enrichment
  - \_\_\_\_\_ Extra equipment, supplies
  - \_\_\_\_\_ In-service workshops
  - \_\_\_\_\_ Learning about diagnostic-prescriptive teaching
  - \_\_\_\_\_ New materials for instruction
  - \_\_\_\_\_ Pupil Personnel Services
  - \_\_\_\_\_ Resource Teachers
  - \_\_\_\_\_ Special Education
  - \_\_\_\_\_ Speech Services

If you feel there are others, please list them.

D. RESOURCE TEACHER QUESTIONNAIRE (PUBLIC-ELEMENTARY)

This questionnaire is part of a study to evaluate the D.C. Public School's Title I Program. The purpose of the study is to collect information that would be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I experience with us by completing this questionnaire.

Please answer all questions unless directed otherwise.

1. Education: (Check the highest degree attained)  
(a) \_\_\_\_\_ HS (b) \_\_\_\_\_ BA or BS (c) \_\_\_\_\_ MA or MS (d) \_\_\_\_\_ Doctoral
2. Age: (Circle one) 20 years or younger-----1  
21 to 25 years old-----2  
26 to 30 years old-----3  
31 to 35 years old-----4  
36 to 40 years old-----5  
41 to 45 years old-----6  
Over 46 years old-----7
3. (Circle one) Female---1  
Male-----2
4. What grade level(s) are you presently teaching?
5. Total number of years, including 1972-73, as:  
a. \_\_\_\_\_ Classroom Teacher  
b. \_\_\_\_\_ Title I Resource Teacher
6. In your opinion, what are the basic functions of a resource teacher?  
(Check any you consider basic)  
a \_\_\_\_\_ resource to classroom teachers  
b \_\_\_\_\_ provide in-service education to classroom teachers  
c \_\_\_\_\_ provide in-service education to parents  
d \_\_\_\_\_ provide students with supplemental instruction  
e \_\_\_\_\_ other (please specify) \_\_\_\_\_.
7. Check the specific services you provided to classroom teachers.  
a \_\_\_\_\_ demonstration of teaching techniques  
b \_\_\_\_\_ suggestions on classroom management  
c \_\_\_\_\_ identification of student weaknesses and strengths  
d \_\_\_\_\_ location of instructional materials  
e \_\_\_\_\_ strategies to remediate student deficiencies  
f \_\_\_\_\_ strategies to capitalize on student strengths  
g \_\_\_\_\_ other (please specify) \_\_\_\_\_.
8. What percent of your time is spent on each function you checked in question #5?  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
. \_\_\_\_\_  
. \_\_\_\_\_  
. \_\_\_\_\_
9. Who decided that your time should be spent as you have indicated?  
a \_\_\_\_\_ Reading Task Force  
b \_\_\_\_\_ D.C. Public Schools Mathematics Department  
c \_\_\_\_\_ D.C. Public Schools Reading Department  
d \_\_\_\_\_ Faculty
- 40



- e ☐ Self  
f ☐ Other (please specify)

10. If you checked "a" in question #5, what changes if any, did you notice in the individual teachers you aided?

11. If you checked "b" in question #5, how many days of in-service education did you provided classroom teachers?

- a ☐ Half days  
b ☐ Full days  
c ☐ Other (please specify) \_\_\_\_\_

12. How would you rate the overall effectiveness of the in-service education you provided?

- a ☐ very effective  
b ☐ effective  
c ☐ not very effective  
d ☐ not effective

13. How many of the identified math and reading students did you work with in 1972-73?

- a ☐ math  
b ☐ reading

14. In your opinion, how many of the identified math and reading students experienced significant improvement?

- a ☐ math  
b ☐ reading

15. In your reading and math center, which publisher's materials do you use?

- a ☐ McGraw-Hill  
b ☐ Rand. House  
c ☐ D.C. Heath  
d ☐ A combination of a, b, and/or c  
e ☐ None (go to question #17)  
f ☐ Other (please specify) \_\_\_\_\_

16. Who decided which materials would be used?

- a ☐ Reading Task Force  
b ☐ D.C. Schools' Mathematic Department  
c ☐ D.C. Schools' Reading Department  
d ☐ Title I Staff  
e ☐ Principal  
f ☐ Classroom Teacher  
g ☐ Self  
h ☐ Other (please specify)

17. If you checked response "g" in question #15, on what basis did you make your decision?
18. What type of student do you provide services?
- a ☐ identified students
  - b ☐ non-identified students
  - c ☐ both "a" and "b"
  - d ☐ other (please specify) \_\_\_\_\_
19. Who decided that you should work with the students indicated in question #17?
20. Which person, if any, helps you <sup>at</sup> your center? (Check all that apply)
- a ☐ parents
  - b ☐ educational aides
  - c ☐ others (please specify)
  - d ☐ none
21. If you checked response(s) "a", "b", and/or "c" in question #19, on what basis were you assisted?
- a ☐ daily (If so, how many hours \_\_\_\_\_)
  - b ☐ weekly (If so, how many weeks \_\_\_\_\_)
  - c ☐ other (please specify) \_\_\_\_\_
22. What is the average number of students you work with per week? \_\_\_\_\_

23. Have you had any in-service training this school year?

Yes (If so, where? \_\_\_\_\_)  
 No \_\_\_\_\_

24. If you have had in-service training, please check in Column "A" those activities in which you participated. For each activity check in Column "A" indicate degree to which you found it helpful by circling the appropriate number under "B".

	A Training in which I participated	B			
		No Help	Little Help	Some Help	Great Help
On the job training	<input type="checkbox"/>	1	2	3	4
Participation in workshops, con- ferences and seminars	<input type="checkbox"/>	1	2	3	4
Discussions on methods of dealing with specific problems	<input type="checkbox"/>	1	2	3	4

25. How many in-service education opportunities did you have this year?

- a \_\_\_\_\_ One                      d \_\_\_\_\_ Four  
 b \_\_\_\_\_ Two                     e \_\_\_\_\_ Five  
 c \_\_\_\_\_ Three                  f \_\_\_\_\_ More than five

26. How many in-service training (staff development) sessions did you attend?

a. Sessions attended during school hours

- 1 \_\_\_\_\_ full days                      Where? \_\_\_\_\_  
 2 \_\_\_\_\_ half days                     Where? \_\_\_\_\_  
 3 \_\_\_\_\_ other (please specify) \_\_\_\_\_

27. How many hours of in-service training did you receive in the following areas?

- a \_\_\_\_\_ D.C. Schools Title I plan of operation  
 b \_\_\_\_\_ Federal Title I Guidelines  
 c \_\_\_\_\_ Self-analysis of strengths and weaknesses  
 d \_\_\_\_\_ Relationships between race, social class and poverty  
 e \_\_\_\_\_ Effects of poverty on socialization and learning  
 f \_\_\_\_\_ Strengths of the child of poverty  
 g \_\_\_\_\_ Poverty cycle intervention strategies  
 h \_\_\_\_\_ Educational methodology  
 i \_\_\_\_\_ Other (please specify) \_\_\_\_\_

28. How would you rate your in-service training?

- a ☐ Very adequate  
b ☐ Adequate  
c ☐ Not very adequate  
d ☐ Not adequate

29. How frequently did you encounter the following problems as a resource teacher?

- a. Meeting the needs of the identified student
- b. Obtaining appropriate materials
- c. Receiving adequate guidance from Title I staff
- d. Lack of time to develop program adequately
- e. Communication problems with teachers
- f. Communication problems with staff members
- g. Criteria for identifying students
- h. Late student identification
- i. Not enough special education
- j. Poor in-service training
- k. Student behavior problems
- l. Inadequate delivery of psychological services
- m. Other (please specify)

[illegible]

30. In order of preference, list the three things you like most about the Title I program this school year.

- 1.
- 2.
- 3.

31. Starting with your biggest gripe, list the things you liked least about Title I Program this year.

1.

2.

3.

32. Starting with the most significant, what three recommendations would you make to improve your effectiveness as a Title I resource teacher?

1.

2.

3.

33. All things considered, how do you find working as a Title I resource teacher?

34. a ☐ Very satisfying  
b ☐ Fairly satisfying  
c ☐ Not very satisfying  
d ☐ Not satisfying

35. Briefly explain your response to question #32.

36. How would you rate the overall contribution of Title I to the identified students?

- a ☐ Excellent  
b ☐ Good  
c ☐ Fair  
d ☐ Poor  
e ☐ No contribution

37. For the following sample teachers only, list any identified students you have taught on a regular basis this year. For each such student, note the following information:

No. of Min. No. of Sessions No. of Months  
per session weekly taught by you  
(To be filled in by Evaluation Team)

Teacher:

Students:

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Teacher:

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Teacher:

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

E. NON-PUBLIC RESOURCE TEACHER QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I experience with us by completing this questionnaire.

Please answer all questions unless directed otherwise.

1. Education: (Check highest degree attained)  
     \_\_\_h.s. \_\_\_A.A. \_\_\_B.A. \_\_\_M.A. or M.S. \_\_\_Doctoral
2. Total number of years, including 1972-73, as a teacher \_\_\_\_\_
3. Age: (Circle one)
 

20 years or younger	_____ 1
21 to 25 years old	_____ 2
26 to 30 years old	_____ 3
31 to 35 years old	_____ 4
36 to 40 years old	_____ 5
41 to 45 years old	_____ 6
Over 46 years old	_____ 7
4. Sex (Circle one)
 

Female	--- 1
Male	--- 2
5. What students do you assist in your reading/math center?  
 a \_\_\_ identified students  
 b \_\_\_ non-identified students  
 c \_\_\_ whole classes  
 d \_\_\_ all students
6. Who made this decision that you should work with the students as indicated in question #5?  
 a \_\_\_ D.C. non-public Title I coordinator  
 b \_\_\_ Principal  
 c \_\_\_ Faculty  
 d \_\_\_ Classroom teacher  
 e \_\_\_ Self  
 f \_\_\_ Other (Please specify) \_\_\_\_\_
7. On the average, how many students do you work with per week? \_\_\_\_\_
8. What is the size of your instructional groups?  
 a \_\_\_ The largest group \_\_\_\_\_  
 b \_\_\_ The smallest group \_\_\_\_\_
9. On the average, how many instructional sessions per week does each child receive from you? \_\_\_\_\_
10. Under what circumstances would you change the composition of your instructional groups?  

a ___ student progress b ___ student need c ___ Title I students transferring into the school	d ___ Title I students transferring out of the school e ___ Other (Please specify) _____ _____
--	---



11. How are students selected for participation in your reading-math Title I Component?

- a\_\_ Classroom teacher
- b\_\_ Counselor
- c\_\_ Principal
- d\_\_ Parent
- e\_\_ Test scores

12. How are your students grouped for instruction?

- a\_\_ by grade level
- b\_\_ by reading and math scores
- c\_\_ by interest areas
- d\_\_ by skill needs
- e\_\_ other (Please specify) \_\_\_\_\_

13. How do you provide classroom teachers with information on student progress?

- a\_\_ Conferences
- b\_\_ Written report
- c\_\_ No regular procedure
- d\_\_ Other (Please specify) \_\_\_\_\_

14. How often do you provide classroom teachers with information on the student progress?

- a\_\_ Daily
- b\_\_ Weekly
- c\_\_ Monthly
- d\_\_ Quarterly
- e\_\_ Bi-annually
- f\_\_ Annually
- g\_\_ Other (Please specify) \_\_\_\_\_

15. How do you coordinate your program with that of the classroom teacher?

16. Approximately what percent of their regular classroom instruction do students miss when they come to you for instruction?

a ☐ One-fourth

b ☐ One third

c ☐ One-half

d ☐ All

e ☐ None

f ☐ Other (Please specify) \_\_\_\_\_

17. How do you coordinate your program with that of the regular classroom teacher?

18. Which term below best describes the amount of regular classroom instruction students usually miss in the academic area in which you give them help?

a ☐ One-fourth

b ☐ One-third

c ☐ One-fourth

d ☐ Total Instructional period

e ☐ None

f ☐ Other (Please specify) \_\_\_\_\_

19. Are there procedures to minimize students missing regular classroom work in the academic area(s) in which you give them help?

20. Do you have a teacher aide?

a ☐ No (Go to question #23)

b ☐ Yes

☐ 1. In some schools

☐ 2. In all schools

21. Does the teacher aide help students when you are not in the building?

a ☐ No

b ☐ Yes

22. Approximately how much time does a teacher aide devote to the following activities per school day?
1. clerical and non-instructional \_\_\_\_\_
  2. housekeeping tasks \_\_\_\_\_
  3. working with individual students \_\_\_\_\_
  4. working with small groups of students \_\_\_\_\_
  5. assisting the classroom teacher with the whole group in class recitation \_\_\_\_\_
  6. Other (Please specify) \_\_\_\_\_
23. How many parent volunteers assisted you with the learning center activities? \_\_\_\_\_
24. What is the average number of volunteer hours each parent gives to the center? \_\_\_\_\_
25. Which task(s) do parents perform? (Check all that apply)
1. ☐ clerical and non-instructional
  2. ☐ housekeeping tasks
  3. ☐ working with individual students
  4. ☐ working with small groups of students
  5. ☐ assisting the classroom teacher with the whole group in class recitation
  6. ☐ Other (Please specify)
  7. ☐ None
26. What activities, if any, have parents participated in at the learning center this year?
- a ☐ clerical and non-instructional
  - b ☐ housekeeping
  - c ☐ working with individual students
  - d ☐ working with small groups of students
  - e ☐ assisting classroom teacher with whole group in class recitation
  - f ☐ Other (Please specify) \_\_\_\_\_
27. How many Title I math/reading identified students have you worked with this school year? \_\_\_\_\_ (1972-3)
28. How many would you say have made significant improvement? \_\_\_\_\_

29. What could be done to enable more students to experience significant improvement?

- a ☐ additional resource teachers
- b ☐ aides in Total Learning Center (TLC) with resource teachers
- c ☐ earlier identification of students
- d ☐ focus on individual and/or small group work in the TLC
- e ☐ focus on in-service training
- f ☐ focus on parent workshop
- g ☐ better diagnosis of student strengths and weaknesses
- h ☐ more equipment
- i ☐ Other (Please specify) \_\_\_\_\_

29a. Which materials were provided for the learning center?

- 1 ☐ basal texts
- 2 ☐ programmed materials
- 3 ☐ diagnostic tests
- 4 ☐ skill development packets
- 5 ☐ controlled readers
- 6 ☐ learning games
- 7 ☐ Other (Please list) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What month did you receive your basic supplies? \_\_\_\_\_

Do non-identified students have access to the materials, equipment, and services of the learning center?

- ☐ Yes
- ☐ No (If so, explain \_\_\_\_\_)

30. Have you had any in-service training this school year?

- ☐ Yes (If so, where? \_\_\_\_\_)
- ☐ No

31. If you have had in-service training, please check in Column "A" those training activities in which you participated. For each activity check in Column "A" indicate the degree to which you found it helpful by circling the appropriate number under "B".

	Training in which I participated	No Help	Little Help	Some Help	Great Help
On the job training		1	2	3	4
Participation in workshops, conferences and seminars		1	2	3	4
Discussions on methods of dealing with speci- fic problems		1	2	3	4

32. How many in-service educational opportunities did you have this year?

a    one              d    four  
 b    two             e    five  
 c    three          f    more than five

33. How many in-service training (staff development) sessions did you attend?

a. Sessions attended during school hours

1    full days              Where? \_\_\_\_\_  
 2    half days             Where? \_\_\_\_\_  
 3    Other (please specify) \_\_\_\_\_

b. Sessions attended during non-school hours

1    full days              Where? \_\_\_\_\_  
 2    half days             Where? \_\_\_\_\_  
 3    Other (please specify) \_\_\_\_\_

34. How many hours of in-service training did you receive in the following areas?

- a    D.C. Schools Title I plan of operation
- b    Federal Title I guidelines
- c    Self-analysis of strengths and weaknesses
- d    Relationships between race, social class and poverty
- e    Effects of poverty on socialization and learning
- f    Strengths of the child of poverty
- g    Poverty cycle intervention strategies
- h    Educational methodology
- i    Other (please specify) \_\_\_\_\_

35. How would you rate your in-service training?

- a    very adequate
- b    adequate
- c    not very adequate
- d    not adequate

36. How frequently did you encounter the following problems as a resource teacher?

	Frequently	Sometimes	Seldom	Never
a. meeting the needs of the identified student				
b. obtaining appropriate materials				
c. Receiving adequate guidance from Title I staff				
d. lack of time to develop program adequately				
e. communication problems with teachers				
f. communication problems with staff members				
g. criteria for identifying students				

	Frequently	Sometimes	Seldom	Never
h. late student identification				
i. not enough special education				
j. poor in-service training				
k. student blame for problems				
l. inadequate delivery of psychological services				
m. Other (please specify)				

37. In order of preference, list the three things you liked most about the Title I program this school year.

1.

2.

3.

38. Starting with your biggest gripe, list the things you liked least about the Title I program this school year.

1.

2.

3.

39. Starting with the most significant, what three recommendations would you make to improve your effectiveness as a Title I teacher?

40. All things considered, how do you find working as a Title I classroom teacher?

a\_\_ver satisfying  
b\_\_fairly satisfying

c\_\_not very satisfying  
d\_\_not satisfying

41. Briefly explain your response to question #40.

42. How would you rate the overall contribution of Title I to the identified students?

- a\_\_excellent
- b\_\_good
- c\_\_fair
- d\_\_poor
- e\_\_no contribution



F. TITLE I EDUCATIONAL AIDE (EA) SELF-ASSESSMENT  
AND PROGRAM ASSESSMENT QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experiences with us by completing the questionnaire.

Please answer all questions unless directed otherwise.

SCHOOL \_\_\_\_\_

TITLE 1 EDUCATIONAL AIDE (EA) SELF-ASSESSMENT  
AND PROGRAM ASSESSMENT FORM

These scales are to find out how you viewed your performance and experience this year as an EA. Please respond to all scales, and mark each scale only once.

On each scale you will find five blanks. Pick the blank that most closely corresponds to how you rate yourself and the program experience that you have had. Here are some definitions for each of the following blanks:

1. Strongly Disagree: you find the statement completely unacceptable.
2. Mildly Disagree: you find the statement in general unacceptable, but there may be qualifying conditions.
3. Neutral or No Opinion: You find the statement does not apply, or you have no opinion about this statement.
4. Mildly Agree: you find the statement in general acceptable, but there may be qualifying conditions.
5. Strongly Agree: you find the statement completely acceptable.

As an example, suppose you feel that, in general, you are on time for appointments, but not always. You would check the scale this way:

I am punctual for appointments:

strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_: X :\_\_\_\_:strongly agree

If, on the other hand, you feel that you are, in general, not on time for appointments, but are not always late, either, then you would check the scale in the following manner:

strongly disagree: \_\_\_\_: X :\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

If you feel that you are, in general, always on time for appointments, you would check the scale this way:

strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: X :strongly agree

In the same manner, if you feel that you are always late for appointments, you would check the scale this way:

strongly disagree: X :\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

Finally, if you believe that the statement has nothing to do with you, or if you have no opinion, you would check the scale this way:

strongly disagree: \_\_\_\_:\_\_\_\_: X :\_\_\_\_:\_\_\_\_:strongly agree

Remember:

1. These responses are confidential and have names associated with them--and they can contribute to improving the Title I program;
2. Please mark all scales; and
3. Please mark each scale only once.

Name of EA \_\_\_\_\_

## EA SELF-ASSESSMENT

1. I think I am given too many responsibilities:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
2. I am tactful in enlisting the cooperation of reluctant individuals:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
3. I suggest alternative ways of solving problem situations that are compatible with situational peculiarities:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
4. I have established effective working relationships with classroom teachers and the principal:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
5. The amount of work I do is acceptable:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
6. The teaching responsibilities I am given could be more effectively done by the regular classroom teacher:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
7. I cooperate with others to reduce troublesome factors in difficult situations:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
8. I plan my work to meet the time schedule:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
9. I take enough time to do my work to ensure quality:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
10. I keep my supervisor informed of all important matters:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
11. I use my working time to optimize the accuracy of my work:  
strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

12. I meet task expectations:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

13. If the first approach I use to accomplish a task doesn't work, I make plans for another way:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

14. I am informed about the background of the pupils I am assisting with reading:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

15. I do not obtain complete information in planning my work:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

16. I am at my post of duty on time:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

17. I protect the confidentiality of my data:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

18. I submit accurate plans to my supervisor:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

19. I help my fellow workers when they need it:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

20. I do not work effectively with slow readers:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

21. When I conduct meetings, I conduct them effectively:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

22. I am not on time in meeting deadlines I have:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

23. Sometimes I say I'll do something, and I do not do it:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

24. I organize my work so that I can do a good job in the minimum amount of time:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
25. I have not participated in the in-service training programs this year:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
26. I accept constructive criticism:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
27. I am not able to recognize the differences between problems and put them in their proper relationship:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
28. I show evidence of planning in carrying out my duties and responsibilities:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
29. I am flexible in handling unusual or unexpected situations:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
30. Even when I am given directions, often I need more supervision:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
31. I can write clearly and express myself well:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
32. I am not diplomatic in avoiding unnecessary conflict situations:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
33. If I have been assigned something special to do, I sometimes forget the details about how to do it:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree
34. I am emotionally committed to this job:  
strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree

35. Sometimes I have insight into complex problems that confront me:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

36. I am absent excessively:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

37. I can adjust to a change in plans:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

38. I assume the leadership in performing certain duties:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

39. I take initiative in using new methods which are more effective than old ones:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

40. I usually can handle situations not covered in training:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

#### PROGRAM ASSESSMENT

41. The training I received dealt with real problems of the pupils:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

42. The training I received was not well planned:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

43. The training gave me honest, objective information about how to assist the classroom teacher with the teaching of reading:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

44. I think some of the training was not relevant:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

45. I think the EA project gives people hope for the future:

strongly disagree:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:strongly agree

46. I think the person(s) who trained me was skillful in dealing with problems that came up:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
47. I can work effectively:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
48. I feel that I can effectively assist the classroom teacher in the teaching of word perception skills:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
49. I was adequately trained in developing and using individualized reading materials for pupils:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
50. I feel I have the ability to interpret the pupil to the school and community:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
51. I can relate reading to fun activities in which the pupils engage:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
52. I feel those who trained the EA's sometimes did not know what they were talking about:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
53. I felt the pupils tended to suspect what I was doing:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
54. The procedures for EA's were clear-cut:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
55. I think I was adequately trained to deal with problems that came up:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree
56. As for training, it was adequate for the tasks I was assigned:
- strongly disagree: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree



57. My duties were not clearly defined:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

58. Some of the training I had was a waste of time:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

59. I have had some basic training in what motivates children to read:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

60. The teacher was helpful in working out problems that I encountered:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

61. The Title I Educational Aide project showed good operations management in its conduct of the reading component.

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

62. I assist in the teaching and testing of reading comprehension skills:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

63. I did not learn much about teaching reading by talking to the teacher(s):

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

64. In the future, EA training should be made more interesting:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

65. I have participated in workshops on creative writing:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

66. I have a better understanding now of what it takes to assist in the teaching of math than I did before:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

67. I think I understand more clearly the problems that pupils have with math:

strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:strongly agree

68. I think that being an EA has taught me a lot:

strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree

69. I think that the interpersonal relationships that I developed with the school staff was the best part of my EA experience:

strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree

70. I did not enjoy working as an EA:

strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree

71. The most important experience of EA's was learning to deal with the pupils and their reading and math problems:

strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree

72. If I had to design the training of EA's, I would make it different from the training program I was in:

strongly disagree:\_\_:\_\_:\_\_:\_\_:\_\_:strongly agree

73. At the present time, how adequate is your preparation to assist in the teaching of reading?

\_\_\_\_\_Very adequate

\_\_\_\_\_Adequate

\_\_\_\_\_Inadequate

\_\_\_\_\_Very inadequate

74. At the present time, how adequate is your preparation to assist in the teaching of math?

\_\_\_\_\_Very adequate

\_\_\_\_\_Adequate

\_\_\_\_\_Inadequate

\_\_\_\_\_Very inadequate

75. All things considered, how do you find being an EA?

\_\_\_\_\_ Very satisfying

\_\_\_\_\_ Fairly satisfying

\_\_\_\_\_ Not very satisfying

\_\_\_\_\_ Not satisfying

76. In order of preference, list the three things you like most about your EA experience:

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

77. Starting with your biggest gripe, list the three things you liked least about your EA experience:

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

78. Starting with the most significant, what were the three most significant experiences as an EA:

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

79. Beginning with the most important, what recommendations do you have for future EA's:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

#### DEMOGRAPHIC INFORMATION

80. Age (circle one) 20 years old or younger.....1  
21 to 25 years old.....2  
26 to 30 years old.....3  
31 to 35 years old.....4  
36 to 40 years old.....5  
Over 40 years old.....6

81. Sex Female.....1  
Male.....2

G. TITLE I PUPIL PERSONNEL AIDE/WORKER QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experiences with us by completing the questionnaire.

Please answer all questions unless directed otherwise.

# TITLE I AIDE/WORKER QUESTIONNAIRE

1. WHAT IS YOUR OFFICIAL JOB TITLE?  
(check one)

- a \_\_\_\_\_ Health Aide
- b \_\_\_\_\_ Psychiatric Social Worker
- c \_\_\_\_\_ Personnel Worker
- d \_\_\_\_\_ Personnel Aide
- e \_\_\_\_\_ Other (Please Specify) \_\_\_\_\_

2. HOW LONG HAVE YOU BEEN WORKING IN THIS SCHOOL?

- a \_\_\_\_\_ Less than 6 months
- b \_\_\_\_\_ 6-12 months
- c \_\_\_\_\_ 13-18 months
- d \_\_\_\_\_ 19-24 months
- e \_\_\_\_\_ 25-30 months
- f \_\_\_\_\_ 31-36 months
- g \_\_\_\_\_ More than 36 months

3. DURING THIS SCHOOL YEAR, HOW FREQUENTLY WERE YOU INVOLVED IN THE STUDENT PROBLEM AREAS LISTED BELOW

	Very Frequent	Fre- quent	Infre- quent	Never
a _____ Attending to students' clothing needs	_____	_____	_____	_____
b _____ Contacting and working with parents	_____	_____	_____	_____
c _____ Taking students to clinic	_____	_____	_____	_____
d _____ Administering first aid	_____	_____	_____	_____
e _____ Student attendance	_____	_____	_____	_____
f _____ Vision screening	_____	_____	_____	_____
g _____ Taking heights & weights, etc.	_____	_____	_____	_____
h _____ Conferences with teachers and staff personnel on student problems	_____	_____	_____	_____
i _____ Cultural enrichment activities (recreation, field trips, etc.)	_____	_____	_____	_____
j _____ Attending local and city wide meetings	_____	_____	_____	_____
k _____ Assisting teachers in the classroom	_____	_____	_____	_____
l _____ Establishing student clubs and groups	_____	_____	_____	_____
m _____ Counseling students	_____	_____	_____	_____
n _____ Tutoring	_____	_____	_____	_____

- ☐ Identifying and handling student problems \_\_\_\_\_
- ☐ Keeping records of services performed \_\_\_\_\_
- ☐ Referring students and parents to community agencies \_\_\_\_\_
- ☐ Accompanying students to special programs \_\_\_\_\_
- ☐ Participating in staff development activities \_\_\_\_\_
- ☐ Other (Please specify) \_\_\_\_\_

4. WHAT IMPACT HAS YOUR SERVICES HAD ON THE TITLE I PROGRAM?

- ☐ Improved student health
- ☐ Improved student psychological well-being
- ☐ Improved student academic performance
- ☐ Improved student emotional adjustment
- ☐ Improved student productivity
- ☐ Improved student family conditions
- ☐ Identification of medical problems
- ☐ Correction of health problems
- ☐ Other (Please Specify) \_\_\_\_\_

5. USING THE NUMERALS 1-10, RANK IN ASCENDING ORDER (FOR EXAMPLE, GREATEST PROBLEMS SHOULD BE RANKED #1; THE NEXT GREATEST PROBLEM SHOULD BE RANKED #2 AND SO ON) THE PROBLEMS AMONG IDENTIFIED STUDENTS IN YOUR SCHOOL.

- ☐ Behavior
- ☐ Lack of motivation
- ☐ Observation
- ☐ Economic need
- ☐ Need better self-image
- ☐ Family problems
- ☐ Poor nutrition
- ☐ Need an adult interested in them
- ☐ Confusion caused by too many operating programs
- ☐ Other (Please specify) \_\_\_\_\_

6. HOW MANY PARENTS OF TITLE I STUDENTS HAVE YOU CONTACTED THIS YEAR?

- ☐ Less than 10
- ☐ a 11-20
- ☐ b 21-30
- ☐ c 31-40
- ☐ d 41-50
- ☐ e 51-60
- ☐ f 61-70
- ☐ g 71-80
- ☐ h 81-90
- ☐ i 91-100
- ☐ j 101-150
- ☐ k More than 151

7. HOW FREQUENTLY DID YOU HAVE TO CONTACT PARENTS FOR THE FOLLOWING REASONS?

	Very frequent	Frequent	Infrequent	Never
<input type="checkbox"/> Economic need				
<input type="checkbox"/> Absenteeism				
<input type="checkbox"/> Clothing				
<input type="checkbox"/> Counseling parents				
<input type="checkbox"/> School activities (Youth serving Youth, etc.)				
<input type="checkbox"/> Encourage parent involvement				
<input type="checkbox"/> Behavior problems				
<input type="checkbox"/> Health problems				
<input type="checkbox"/> Clinic appointments				
<input type="checkbox"/> Home visits				
<input type="checkbox"/> More parents aware of availability or individual group services.				
<input type="checkbox"/> Get parent's permission for student to participate in school activities				
<input type="checkbox"/> Academic problems				
<input type="checkbox"/> Take student home--ill or injured				
<input type="checkbox"/> Get information about student				
<input type="checkbox"/> Obtain permission to test or work with student				
<input type="checkbox"/> Other (Please specify)				

8. HOW FREQUENTLY DID YOU ENCOUNTER THE FOLLOWING PROBLEMS IN YOUR JOB THIS YEAR?

	Very	Frequent	Infrequent	Never
a <input type="checkbox"/> Inadequate work space at facilities				
b <input type="checkbox"/> Inadequate communication between regular school staff, Title I personnel, parents, etc.				
c <input type="checkbox"/> Identified students whose sib- lings need services but are ineligible				
d <input type="checkbox"/> Delay in identification of students				
e <input type="checkbox"/> Too much clerical work				
f <input type="checkbox"/> Parking				
g <input type="checkbox"/> Unable to find clothing for for needy children				
h <input type="checkbox"/> Lack of sufficient funds for emergency assistance				
i <input type="checkbox"/> Inadequate transportation				
j <input type="checkbox"/> Inadequate direction from administration				
k <input type="checkbox"/> Other (Please specify)				



9. IN ORDER OF PREFERENCE, LIST THE THREE THINGS YOU LIKED MOST ABOUT YOUR EXPERIENCE AS A TITLE I AIDE/WORKER.

- 1.
- 2.
- 3.

10. STARTING WITH YOUR BIGGEST GRIPE, LIST THE THREE THINGS YOU LIKED LEAST ABOUT YOUR TITLE I EXPERIENCE.

- 1.
- 2.
- 3.

11. STARTING WITH THE MOST SIGNIFICANT, WHAT WERE YOUR THREE MOST SIGNIFICANT EXPERIENCES AS A TITLE I AIDE/WORKER?

- 1.
- 2.
- 3.

12. BEGINNING WITH THE MOST IMPORTANT, WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPROVE YOUR EFFECTIVENESS AS A TITLE I AIDE/WORKER?

13. HAVE YOU HAD ANY IN-SERVICE TRAINING THIS YEAR THAT WAS SPECIFICALLY RELATED TO YOUR JOB?

Yes \_\_\_\_\_

No \_\_\_\_\_ (Go to Question #16)

14. IF YOU HAVE HAD IN-SERVICE TRAINING, PLEASE CHECK IN COLUMN "A" THOSE TRAINING ACTIVITIES IN WHICH YOU PARTICIPATED. FOR EACH ACTIVITY CHECKED IN COLUMN "A" INDICATE THE DEGREE TO WHICH YOU FOUND IT HELPFUL BY CIRCLING THE APPROPRIATE NUMBER UNDER "B".

	A	B			
	Training in which I participated	No help	Little help	Some help	Great help
On the job training	_____	1	2	3	4
Participation in workshops, conferences and seminars	_____	1	2	3	4
Discussions on methods of dealing with specific problems	_____	1	2	3	4

15. HOW ADEQUATELY HAS YOUR IN-SERVICE TRAINING PREPARED YOU TO DO YOUR JOB MORE EFFECTIVELY?

- a \_\_\_\_\_ Very adequate  
b \_\_\_\_\_ Adequate  
c \_\_\_\_\_ Not very adequate  
d \_\_\_\_\_ Not adequate

16. ALL THINGS CONSIDERED HOW DO YOU FIND WORKING AS TITLE I AIDE/WORKER?

- a \_\_\_\_\_ Very satisfying  
b \_\_\_\_\_ Fairly satisfying  
c \_\_\_\_\_ Not very satisfying  
d \_\_\_\_\_ Not satisfying

## H. SPEECH THERAPIST QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experience with us by completing this questionnaire.

Please answer all questions unless directed otherwise.

1. The procedures used to communicate follow-up actions resulting from student referrals were adequate in terms of reporting back to:
- a. Administrators  
Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree
- b. Teachers  
Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree
- c. Parents  
Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree
2. Facilities and clerical services were available to help me perform my duties adequately.
- Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree
3. Adequate funds were available for:
- a. Travel (Visits to homes, community agencies, etc.)  
Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree
- b. Student emergency needs  
Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree
4. I have sufficient time to conduct corrective therapy sessions with my cases.
- Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree
5. Overall school discipline does not detract from my effectiveness in helping students with their speech problems.
- Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree
6. Staff development has provided me with a clear understanding of my duties and responsibilities.
- Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree
7. The overall purposes and goals of the Title I program were adequately communicated to the:
- a. Staff  
b. Parents  
c. Teachers  
d. Community
8. The way the Title I Program is organized facilitates my job effectiveness.
- Strongly Disagree: \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:Strongly Agree

For each scale you will find five blanks. Pick the blank that most closely corresponds to how you rate the Title I experience that you have had. Here are some definitions for each of the following blanks:

1. Strongly Disagree: You find the statement completely unacceptable.
2. Mildly Disagree: You find the statement in general unacceptable, but there may be qualifying conditions.
3. Neutral or No Opinion: You find the statement does not apply, or you have no opinion about this statement.
4. Mildly Agree: You find the statement in general acceptable, but there may be qualifying conditions.
5. Strongly Agree: You find the statement completely acceptable.

As an example, suppose you feel that, in general, students report to you on time for therapeutic appointments, but not always. You would check this way:

Students are punctual for their counseling appointments:

strongly disagree: \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_ : strongly agree

If, on the other hand, you feel that students are, in general, not on time for their therapeutic appointments, but are not always late, then you would check the scale in the following manner:

strongly disagree: \_\_\_\_ : X : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : strongly agree

If you feel students are, in general, always on time for their therapeutic appointments, would you check the scale this way:

strongly disagree: \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X : strongly agree

In the same manner, if you feel students are always late for their therapeutic appointments, you would check the scale this way:

strongly disagree: X : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : strongly agree

Finally, if you believe that the statement has nothing to do with your Title I duties, or if you have no opinion, you would check the scale this way:

strongly disagree: \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_ : \_\_\_\_ : strongly agree

Remember:

1. These responses are confidential and have no names associated with them--and they can contribute to improving the DCPS Title I Program.
2. Please mark all scales; and
3. Please mark each scale only once.

9. How frequent do you find the following speech defects among the students with whom you work?

Articulation  
Lips  
Delayed Speech  
Stuttering  
Voice disorders (pitch, quality, etc.)  
Frontal emissions  
Substitutions  
Distortions  
Other (Please Specify)

Very Frequent	Frequent	Infrequent	Never

10. How would you rate your effectiveness in helping students with the above named problems?

a ☐ Very effective  
b ☐ Quite effective  
c ☐ Effective  
d ☐ Not very effective  
e ☐ Not effective

11. List the speech problems with which you have been most effective in helping students.

12. List the speech problems with which you have been least effective in helping students.

13. What would help you to be more effective in offering speech correction services to identified students?

a ☐ Additional speech correctionists  
b ☐ Additional private work areas  
c ☐ Additional supplies and materials  
d ☐ Better organized program  
e ☐ Fewer meetings to attend  
f ☐ Allow therapist to help sibling of identified children  
g ☐ Other (Please Specify) \_\_\_\_\_

14. What difficulties have you encountered as a Title I speech therapist this year? (Check all that apply)

- a ☐ Inadequate work space.
- b ☐ Lateness in beginning program.
- c ☐ Addition of new schools to caseload.
- d ☐ Deletion of schools from caseload.
- e ☐ Inadequate supplies.
- f ☐ Inadequate departmental organization.
- g ☐ Program spread over too many schools.
- h ☐ Student discipline problems.
- i ☐ Lack of cleanliness in schools.
- j ☐ Teacher resentment over lateness of starting program.
- k ☐ Personnel re-assignment caused interrupted services to children.
- l ☐ Inadequate time to give individual therapy.
- m ☐ Other (Please Specify) \_\_\_\_\_

15. During the past school year, how many program (Title I) sponsored staff development (in-service training) opportunities were available to you:

- |  |                                  |   |
|--|----------------------------------|---|
| a <input type="checkbox"/> None (Go to Question #22) | d <input type="checkbox"/> Three | g <input type="checkbox"/> More than five |
| b <input type="checkbox"/> One                       | e <input type="checkbox"/> Four  |   |
| c <input type="checkbox"/> Two                       | f <input type="checkbox"/> Five  |   |

16. Which, if any, of the following phases of the staff development program did you attend?

- a ☐ Orientation (1/2 day) If so, where? \_\_\_\_\_
- b ☐ Title I Educational Institutes (a week long intensive instructional period) If so, where? \_\_\_\_\_
- c ☐ Follow-up seminars and workshops (focused on instructional issues, problems and practices) \_\_\_\_\_  
If so, where? \_\_\_\_\_
- d ☐ I did not attend any of the above activities (Go to Question #19)

17. Which, if any, of the following phrases best describe the content of the staff development activities? (Check all that apply)

- a ☐ Humanistic education techniques.
- b ☐ Psychological factors in poverty.
- c ☐ Educational methodology.
- d ☐ Other (Please Specify) \_\_\_\_\_

18. How would you describe the focus of the staff development program activities in which you have been involved? (Check all that apply)

- a ☐ Detecting, minimizing and/or eliminating non-educational impediments.
- b ☐ Understanding the developmental problems of students.
- c ☐ Techniques of interviewing.
- d ☐ Carrying out one-to-one relationship with client and staff.
- e ☐ Conducting children and parent groups.
- f ☐ Developing interpersonal relationships.
- g ☐ Case recording (confidential report writing).
- h ☐ Effective use of community resources.
- i ☐ Other (Please Specify) \_\_\_\_\_

19. Which area(s) in the above question do you feel a personal need for improvement in order for you to be more effective in the Title I program?

Write Numeral(s) here: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

20. Please check in column "A" those staff development training activities in which you participated. For each activity checked in column "A" indicate the degree to which you found it helpful by circling the appropriate number under column "B".

	A Training in which I participated	No help	Little help	Some help	Great help
On the job training and counseling	<input type="checkbox"/>	1	2	3	4
Participated in workshops, conferences and seminars	<input type="checkbox"/>	1	2	3	4
Discussions on methods of dealing with specific problems	<input type="checkbox"/>	1	2	3	4

21. How would you rate the overall effectiveness of the staff development training in which you participated?

- a ☐ Very effective
- b ☐ Effective
- c ☐ Not very effective
- d ☐ Not effective

22. In order of preference, list the three things you liked most about your Title I experience.

- 1.
- 2.
- 3.



23. Starting with your biggest gripe, list the three things you liked least about your Title I experience.
- 1.
  - 2.
  - 3.
24. Starting with the most significant, what were your three most significant Title I experiences.
- 1.
  - 2.
  - 3.
25. Beginning with the most important what recommendations would you make to improve your job effectiveness in Title I.

## I. TITLE I CLINICAL PSYCHOLOGIST QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D. C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your ideas and experience by completing this questionnaire.

Please answer all questions unless otherwise directed.

1. Procedures used to communicate follow-up actions resulting from student referrals were adequate in terms of reporting back to:

- a. \_\_\_\_\_ Administrators:  
Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree
- b. \_\_\_\_\_ Teachers:  
Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree
- c. \_\_\_\_\_ Parents:  
Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree

2. Facilities and clerical services were available to help me perform my duties adequately:

Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree

3. Adequate funds were generally available for:

- a. \_\_\_\_\_ Travel (visits to homes, community agencies, etc.)  
Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree
- b. \_\_\_\_\_ Student Emergency Needs  
Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree

4. There were in-service programs which kept me abreast of new developments in my area of work:

Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree

5. Specialized personnel and other community resources were available to this program on a referral basis:

Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree

6. My training and experience background were adequate for my job tasks:

Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree

7. I clearly understand the purposes and goals of the FY 73 Title I Pupil Personnel services component:

Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree

8. The procedures whereby each member of the pupil personnel team delivers his particular service to the pupil is adequately organized.

Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree

9. The overall purposes and goals of the Title I program were adequately communicated to the:

- a. \_\_\_\_\_ Staff  
Strongly agree: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: Strongly disagree

- b.        Parents  
       Strongly agree:       :       :       :       :       : Strongly disagree
- c.        Teacher  
       Strongly agree:       :       :       :       :       : Strongly disagree
- d.        Community  
       Strongly agree:       :       :       :       :       : Strongly disagree

10. My job responsibilities and duties were clearly described to me:

Strongly agree:       :       :       :       :       : Strongly disagree

11. Instructions: Using the following 5 point scale, write the number in the blank preceding each item that indicates your opinion of the importance of the item as it relates to your role as a clinical psychologist in the Title I program. For example, if you feel that item "A," "To assist pupil learning problems" is an extremely important role as a clinical psychologist in the Title I program, 5 would be written in the blank preceding item "A."

5=Extremely important  
 4=Very important  
 3=Important  
 2=Not very important  
 1=Unimportant

- a.        To diagnose and formulate individualized prescriptive plans for pupils with learning problems.
- b.        To devise prescriptive plans for pupils with emotional problems.
- c.        To modify pupil behavior that interferes with facts of his growth and development.
- d.        To interpret standardized and nonstandardized test results.
- e.        To develop pupil profiles.
- f.        To assist the classroom teacher in developing new approaches to learning.
- g.        To conduct teacher/pupil conferences.
- h.        To conduct conference with parents concerning their children.

12. In addition to those roles listed in questions please list and describe any other role of a Title I Clinical Psychologist that you consider to be important.

- a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. Approximately how many pupils whom you diagnosed as learning disabled were referred to you by the persons listed below?

a. \_\_\_\_\_ Teachers  
b. \_\_\_\_\_ Principals  
c. \_\_\_\_\_ Parents  
d. \_\_\_\_\_ Others (Please Specify) \_\_\_\_\_

14. Approximately how many pupils whom you diagnosed as emotionally disturbed were referred to you by the persons listed below?

a. \_\_\_\_\_ Teacher  
b. \_\_\_\_\_ Principals  
c. \_\_\_\_\_ Parents  
d. \_\_\_\_\_ Others (Please Specify) \_\_\_\_\_

15. Approximately how many pupils whom you diagnosed as mentally retarded were referred to you by the persons listed below?

a. \_\_\_\_\_ Teacher  
b. \_\_\_\_\_ Principal  
c. \_\_\_\_\_ Parent  
d. \_\_\_\_\_ Other (Please Specify) \_\_\_\_\_

16. Of the total number of pupils referred to you, how many individualized prescriptive programs were you able to develop that were of benefit to the pupils?

Write number here:

\_\_\_\_\_

17. List the five most frequent problem categories in which you developed specific prescriptive programs to help pupils.

- 1.
- 2.
- 3.
- 4.
- 5.

18. List the five most frequent problem categories in which you were not able to develop prescriptive programs for pupils.

- 1.
- 2.
- 3.
- 4.
- 5.

19. What percent of your time is spent in providing help in the following areas:

- a \_\_\_\_\_ Growth and Development
- b \_\_\_\_\_ Behavior Modification
- c \_\_\_\_\_ Test Interpretation
- d \_\_\_\_\_ Group Dynamics
- e \_\_\_\_\_ Student Profiles
- f \_\_\_\_\_ Designing New Approaches to Learning
- g \_\_\_\_\_ Therapeutic Counseling

20. Which, if any, of the following phases of the in-service staff development program did you attend?

- a. Orientation (1/2 day) if so, where? \_\_\_\_\_
- b. Title I Educational Institutes (a week long intensive instructional period). If so, where? \_\_\_\_\_
- c. Follow-up seminars and workshops (focused on instructional issues, problems and practices). If so, where? \_\_\_\_\_
- d. I did not attend any of the above activities.

21. How would you rate the overall effectiveness of the in-service staff development in which you participated?

- a \_\_\_\_\_ Very effective
- b \_\_\_\_\_ Quite effective
- c \_\_\_\_\_ Effective
- d \_\_\_\_\_ Not very effective
- e \_\_\_\_\_ Ineffective

22. Please check in column "A" those staff development training activities you participated in. For each activity checked in column "A" indicate the degree to which you found it helpful by circling the appropriate number under column "B".

A		B			
	Training in which I participated	No help	Little help	Some help	Great help
On the Job Training and Counseling	<input type="checkbox"/>	1	2	3	4
Participation in work hops, conferences and seminars	<input type="checkbox"/>	1	2	3	4
Discussions on methods of dealing with specific problems	<input type="checkbox"/>	1	2	3	4

23. Which, if any, of the following phrases best describe the content of the in-service staff development activities in which you participated? (Check all that apply)

a \_\_\_\_\_ Humanistic Education Techniques

b \_\_\_\_\_ Psychological Factors in Poverty

c \_\_\_\_\_ Educational Methodology

d \_\_\_\_\_ Other (Please Specify) \_\_\_\_\_

24. During the past school year, how many program (Title I) sponsored staff development (in-service training) opportunities were available to you?

a \_\_\_\_\_ One

c \_\_\_\_\_ Three

e \_\_\_\_\_ More than four

b \_\_\_\_\_ Two

d \_\_\_\_\_ Four

25. How would you describe the focus of the in-service development program activities in which you have been involved? (Check all that apply)

a \_\_\_\_\_ Detecting, minimizing and/or eliminating non-education impediments.

b \_\_\_\_\_ Understanding the developmental problems of students.

c \_\_\_\_\_ Techniques of interviewing.

d \_\_\_\_\_ Carrying out one-to-one relationship with clients and staff.

e \_\_\_\_\_ Conducting children and parent groups.

f \_\_\_\_\_ Developing interpersonal relationships.

g \_\_\_\_\_ Case recording (confidential report writing).

h \_\_\_\_\_ Effective use of community resources.

- Write the number(s) \_\_\_\_\_

- a          No set procedure.

- b Formal standardized test results.**

- c Informal tests results.

- d Interview.

- e **Case study.**

- f Medical tests.

- g Case study.

- #### h Other (Please Specify) \_\_\_\_\_

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.



32. Beginning with the most important, what recommendations would you make to improve your effectiveness as a Title I Clinical psychologist?

- 1.
- 2.
- 3.

#### J. TITLE I STAFF ASSISTANTS QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful in program development and evaluation. We are asking you to share your ideas and experience by completing this questionnaire.

1. Education: (Check highest grade attained)

a ☐ High School

b ☐ Circle the highest number of years of college you have completed:      1      2      3      4      5      6

2. Total number of years, including 1972-73 as a staff assistant \_\_\_\_\_.

3. Total number of years you have been employed by the D.C. School system \_\_\_\_\_.

4. Sex:      Male \_\_\_\_\_ Female \_\_\_\_\_

INSTRUCTIONS for questions 5 - 38. Place a check mark in the box which best describes how often you were involved in or performed a certain action. The less often you performed an action, the smaller the number associated with it. The more you performed an action, the bigger the number associated with it. There are no right or wrong responses.

Please answer each question only once.

5. Participated in related instructional activities.

☐ never    ☐ seldom    ☐ frequently    ☐ always

6. Assisted with in-service training activities.

☐ never    ☐ seldom    ☐ frequently    ☐ always

7. Sometimes served as a substitute for the classroom teacher.

☐ never    ☐ seldom    ☐ frequently    ☐ always

8. Acquired substitutes for teachers when they attended workshops.

☐ never    ☐ seldom    ☐ frequently    ☐ always

9. Helped with workshops by collecting and organizing materials and equipment.

☐ never    ☐ seldom    ☐ frequently    ☐ always

10. Helped set up various interest areas for workshops.

☐ never    ☐ seldom    ☐ frequently    ☐ always

11. Acted as a liaison between the classroom teacher and the resource person.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
12. Assisted with extended services at the local school level.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
13. Distributed and reviewed pupil permission forms.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
14. Made contacts and arrangements for trips planned by teachers.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
15. Acquired bus services and secured chaperones for pupil field trips.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
16. Arranged sites for performances or events held in this school.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
17. Checked invoices, conducted inventories, or made lists for materials, supplies, and equipment either coming in or going out of the school.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
18. Required to keep accurate records of the disposition of supplies and equipment.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
19. Developed a check-out, delivery, and return system for the dis-  
persement of supplies and equipment.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
20. Collected forms for books, materials, etc., from teachers.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always
21. Developed a system for classifying items by type and possible source.  
\_\_\_ never \_\_\_ seldom \_\_\_ frequently \_\_\_ always

22. Combined teacher and other orders, then sent them to the proper office.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
23. Maintained contact with the Resource Bank for loan of materials to teachers.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
24. With respect to the Resource Bank, sent in requests, provided for the delivery or pick-up of loaned items to teachers.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
25. Distributed and collected bulletins or information from Title I teachers.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
26. Organized and summarized information from responses to bulletins.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
27. Secured or compiled information from teachers' records need for reports.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
28. Rendered other services to teachers such as duplicating, distributing materials, or operating classroom machines upon request.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
29. Related positively to both children and adults.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
30. Prefer working with others as a member of a team.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
31. Devoted enough time to my work to ensure quality.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always
32. Communicated effectively with pupils, parents, teachers and other personnel.
- \_\_\_never\_\_\_seldom\_\_\_frequently\_\_\_always

33. What were the overall purposes of staff development? (Check all that apply)
- a ☐ to provide participants with specific knowledge of the purpose, intent and methods of operation of the D.C. Schools, Title I Plan.
  - b ☐ to provide knowledge regarding the federal guidelines
  - c ☐ to identify participants strength and weaknesses in order to prepare him for successful participation in the instruction of Title I students.
  - d ☐ Other (please specify) \_\_\_\_\_
  - e ☐ I did not participate in any staff development activities. (go to question #36)
34. Which of the following phases of in-service staff development program did you attend?
- a ☐ Orientations (1/2 day). If so, where? \_\_\_\_\_
  - b ☐ Title I Educational Institute (a week long intensive instructional period) If so, where? \_\_\_\_\_
  - c ☐ Follow-up seminars and workshops (focused on instructional issues, problems and practices) If so, where? \_\_\_\_\_
  - d ☐ I did not participate in any of the above activities (Go to question #37).
35. How would you rate the overall effectiveness of the in-service staff development activities in which you participated?
- a ☐ very adequate
  - b ☐ quite effective
  - c ☐ effective
  - d ☐ not very effective
  - e ☐ ineffective
36. Which of the following phrases best describe the content of in-service staff development activities? (Check all that apply)
- a ☐ Humanistic education techniques
  - b ☐ Psychological factors in poverty
  - c ☐ Educational methodology
  - d ☐ Other (please specify) \_\_\_\_\_

37. Please check in Column "A" those staff development training activities in which you participated. For each activity checked in Column "A" indicate the degree to which you found it helpful by circling the appropriate numeral under Column "B".

	A	B		
	Training in which I participated	No Help	Some Help	Great Help
On the job training and counseling	<input type="checkbox"/>	1	2	3
Participation in workshops, conferences and seminars	<input type="checkbox"/>	1	2	3
Discussions on methods of dealing with specified problems	<input type="checkbox"/>	1	2	3

38. During the past year, how many locally sponsored in-service staff development opportunities were available to you?

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> (a) none  | <input type="checkbox"/> (e) four           |
| <input type="checkbox"/> (b) one   | <input type="checkbox"/> (f) five           |
| <input type="checkbox"/> (c) two   | <input type="checkbox"/> (g) more than five |
| <input type="checkbox"/> (d) three |   |

39. What three major problems have you encountered as staff assistant this year?

- 1.
- 2.
- 3.

40. In order of preference, list the three things you liked most about your experience as a staff assistant.

- 1.
- 2.
- 3.

41. Starting with your biggest gripe, list the three things you liked least about your experience as a staff assistant.

1.

2.

3.

42. Starting with the most significant, what were your three most significant experiences as a staff assistant?

1.

2.

3.

43. Beginning with the most important, what recommendations would you make to improve the effectiveness of the staff assistant?

1.

2.

3.

44. Have you had any in-service training this year (FY-73) that was relevant and significantly related to your work?

a ☐ Yes

b ☐ No



## K. PARENT VOLUNTEER CORPS QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public school Title I Program. The purpose of the study is to collect information that will be useful in program development and evaluation. We are asking you to share your experiences by completing this questionnaire.

## PARENT VOLUNTEER CORPS

Directions: Please provide answers to the items listed below. All information will be held in strict confidence.

1. In the blank space write the name of the school where you worked as a volunteer.  
  
\_\_\_\_\_.
2. What is the block number and street where you live? (For example, if you live at 1520 "Z" Street, N.W., the block number and street would be 1500 "Z" Street, N.W.)  
  
\_\_\_\_\_.
3. Did you serve as a  
\_\_\_\_\_ paid volunteer?  
\_\_\_\_\_ non-paid volunteer? (If you checked this item, go to question 6)
4. How many hours were you paid for?  
\_\_\_\_\_ less than 5 hours per week  
\_\_\_\_\_ between 5 and 10 hours per week  
\_\_\_\_\_ more than 10 hours per week
5. What are your feelings about the amount of pay you received?  
\_\_\_\_\_ enough  
\_\_\_\_\_ not enough  
\_\_\_\_\_ volunteers should not be paid
6. What time of day did you work as a volunteer at the school?  
\_\_\_\_\_ before regular school hours  
\_\_\_\_\_ after regular school hours  
\_\_\_\_\_ during regular school hours

7. Which phrase below best describes the pupils to whom you gave assistance?

\_\_\_\_\_ small groups of children in the classroom

\_\_\_\_\_ individual students in the classroom

\_\_\_\_\_ small groups in "Home Centers" after school

\_\_\_\_\_ individual students in "Home Centers" after school

\_\_\_\_\_ other (Please specify) \_\_\_\_\_

---

8. How many "Skill Workshop Day" sessions have you attended?

\_\_\_\_\_ None (If you checked this item, go to question 11)

\_\_\_\_\_ 1 - 4

\_\_\_\_\_ 5 - 8

\_\_\_\_\_ 9 - 12

\_\_\_\_\_ 13 - 16

\_\_\_\_\_ 16 or more

9. Give the name of the building(s) where "Skill Workshop Day" was held

\_\_\_\_\_

10. How do you rate your "Skill Workshop Day" experience?

\_\_\_\_\_ very helpful

\_\_\_\_\_ helpful

\_\_\_\_\_ somewhat helpful

\_\_\_\_\_ of little help

\_\_\_\_\_ not helpful

11. How often were "Skill Workshop Day" sessions held?

\_\_\_\_\_ once a week

\_\_\_\_\_ every other week

\_\_\_\_\_ not on a regularly scheduled basis

\_\_\_\_\_ not at all

12. How do you rate your training and experience in providing assistance to your own children with their school work?

\_\_\_\_\_very helpful

\_\_\_\_\_helpful

\_\_\_\_\_somewhat helpful

\_\_\_\_\_of little help

\_\_\_\_\_not helpful

13. Please indicate below changes you feel should be made in next year's parent volunteer program.

## L. PROGRAM DIRECTOR'S QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that would be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experience by completing this questionnaire.

Please answer all questions unless directed otherwise.

A. Organization

1. Please draw a table of organization of your program indicating your position, who reports to you and to whom do you report.
2. Please label the titles of each position and mark those positions that are currently unfilled.
3. Near each block of the table of organization list the specific duties of each staff member.
4. Adjacent to the list of (3), specify the approximate percentage of time applied to each duty.
5. In your opinion, how can the table of organization be improved?

B. Project Planning

6. Are there written guidelines for planning in your program?
  - a. \_\_\_\_\_ Yes
  - b. \_\_\_\_\_ No (Go to question 6.1)
- 6.1 Are these guidelines used?
  - a. \_\_\_\_\_ Yes
  - b. \_\_\_\_\_ No (If so, why?)
7. What type of formal planning document is used?
  - a. \_\_\_\_\_ Flow diagram (PERT)
  - b. \_\_\_\_\_ Gantt chart
  - c. \_\_\_\_\_ Descriptive

8. Are milestones indicated in the planning document?
9. How far apart are the milestones?
10. How far forward do you plan?
11. What methods are used for needs assessment?
12. What priorities for needs have been established?
- 13.. How and who established the priorities?
14. In your opinion, should these priorities be changed?
  - a. ☐ Yes (If so, how)?
  - b. ☐ No
15. How many members of the staff become involved in planning? \_\_\_\_\_
16. Approximately what percent of the time does the staff use for planning?
17. Has any portion of the staff received training in planning?
  - a. ☐ Yes (If so, what kind?)
  - b. ☐ No
18. To what extent is the community involved in program planning?
19. Has your program received outside planning assistance?
  - a. ☐ Yes (If so, explain)
  - b. ☐ No
20. How much budget is allotted for planning?
21. How much credibility is there in the planning document?
22. In your opinion, how can the project planning be more efficient?

23. To what degree is the formalized plan followed?

24. Is there follow-up at the milestone points?

a. ☐ Yes

b. ☐ No

25. How is the plan altered?

C. Project Planning

26. Are criteria of program evaluation considered in plannings start-up phase of the program?

a. ☐ Yes

b. ☐ No (Go to question 28)

27. How are they described? In what document?

28. Is there a written policy describing methods of developing program criteria?

a. ☐ Yes (If so, please attach)

b. ☐ No

29. In your opinion, would a written policy be useful?

30. What were the evaluations conducted prior to FY 73?

a. ☐ long term objectives

b. ☐ exigencies

c. ☐ both long term objectives and exigencies

31. How is the evaluation information disseminated?

☐ MIS

☐ Word-of-mouth

☐ Reports

☐ Other (specify)

32. How long is the lag time between evaluation and dissemination of information?



33. What is the measure used in evaluation?

- a. ☐ Cost-effectiveness
- b. ☐ Meeting of schedule-dollar allowance
- c. ☐ Community acceptance criteria (specify)
- d. ☐ Efficiency of operation
- e. ☐ Other (specify)

34. What budget is allocated for evaluation?

35. In your opinion, how can evaluation be improved?

D. Project Review and Evaluation

36. Does your project utilize any form of project review?

- a. ☐ Yes
- b. ☐ No (Go to question )

37. Is the review stylized by a prescribed document?

- ☐ Yes (Please attach the document)
- ☐ No (Please describe the method used in the review)

38. Who acts as chairman of the review team?"

39. How large is the review team?

40. Are any outside people invited to participate on the review team?

41. What is the avowed purpose of the review?

- a. ☐ to evaluate program activities
- b. ☐ to evaluate program progress
- c. ☐ to serve as a channel of communication with personnel
- d. ☐ to provide advice and redirection
- e. ☐ to give management assistance to programs
- f. ☐ others (specify)

42. Is any information prepared for the reviewer prior to the review?

a. ☐ No

b. ☐ Yes

43. When are reviews initiated?

a. ☐ on a regular planned basis

b. ☐ at the milestone points of the program

c. ☐ when there is time

d. ☐ as requested by other levels of authority

e. ☐ other (specify)

44. How are review meetings suggested or noted?

a. ☐ official notes of meeting

b. ☐ as a part of an organizational document

c. ☐ informal word-of-mouth

d. ☐ not at all

e. ☐ other (specify)

45. How are review meeting suggestions followed up?

a. ☐ by revision of planning document

b. ☐ by management follow-up

c. ☐ they are not

d. ☐ other (specify)

46. In your opinion, does the project review improve the program?

E. Personnel Management

47. Is there a written personnel policy for Title I employees?

a. ☐ Yes (Please attach)

b. ☐ No

48. Who prepared this personnel policy?
49. How many staff members are
- a. \_\_\_\_\_ full-time
  - b. \_\_\_\_\_ part-time
  - c. \_\_\_\_\_ other (specify)
50. Are there any special employment standards or criteria used for hiring Title I personnel?
- a. \_\_\_\_\_ Yes
  - b. \_\_\_\_\_ No
51. Are there standards described in a written format?
- a. \_\_\_\_\_ Yes (Please attach)
  - b. \_\_\_\_\_ No
52. What methods are employed for hiring?
- a. \_\_\_\_\_ personal interview
  - b. \_\_\_\_\_ application forms
  - c. \_\_\_\_\_ skills test
  - d. \_\_\_\_\_ referred by other employees or friends
  - e. \_\_\_\_\_ soliciting for suitable applicants by advertising or through agencies
  - f. \_\_\_\_\_ other (specify)
53. Is there a written procedure for evaluating Title I staff members work effort?
- \_\_\_\_\_ Yes
- \_\_\_\_\_ NO (Go to question )
54. Is this written procedure used?
- a. \_\_\_\_\_ Yes
  - b. \_\_\_\_\_ No

55. In your opinion, how can appraising of Title I staff members be improved?
56. What criteria were used to identify Title I students?
57. In your opinion, what improvements can be made in Title I student selection criteria?
58. Are there any formal methods to "hear" Title I personnel recommendations or complaints?
- a. \_\_\_\_ forum
  - b. \_\_\_\_ private discussion
  - c. \_\_\_\_ printed suggestion sheets
  - d. \_\_\_\_ other (specify)
59. What are Title I staff promotions based on?
60. What procedures are implemented for the inefficient staff member?
- a. \_\_\_\_ dismissal
  - b. \_\_\_\_ retaining
  - c. \_\_\_\_ reassignment
  - d. \_\_\_\_ other (specify)
61. What, if any, is the primary reason for staff resignations from the program?
- a. \_\_\_\_ boredom
  - b. \_\_\_\_ inability for upward mobility
  - c. \_\_\_\_ health reasons
  - d. \_\_\_\_ better opportunity elsewhere
  - e. \_\_\_\_ improper placement
  - f. \_\_\_\_ inadequate training
  - g. \_\_\_\_ weak supervision
  - h. \_\_\_\_ poor physical working conditions
  - i. \_\_\_\_ long working hours
  - j. \_\_\_\_ poor safety conditions

- k. ☐ low wages or incentives
- l. ☐ inadequate transportation
- m. ☐ poor eating facilities
- n. ☐ other (specify)

F. Fiscal Management

62. Are there written procedures and/or guides to control fiscal policies and prepare fiscal documents?
- a. ☐ Yes (If so, please attach)
  - b. ☐ No
63. Are there written procedures that set policies for procurement and purchase of service?
- a. ☐ Yes (If so, please attach)
  - b. ☐ No
64. Are records of all expenditures kept?
- a. ☐ Yes
  - b. ☐ No (Go to question )
65. Is there a procedure for this recordkeeping?
- a. ☐ Yes (If so, please explain)
  - b. ☐ No
66. Must purchases be justified?
- a. ☐ Yes (If so, by whom)
  - b. ☐ No
67. Are cash resources and requirements planned correlated in advance?
- a. ☐ Yes (If so, how?)
  - b. ☐ No (Go to question )
68. Is there a plan of internal audit to safeguard against unauthorized or excess payments?
- a. ☐ Yes
  - b. ☐ No (GO to question)

69. Is the plan written down?

a. ☐ Yes (If so, explain)

b. ☐ No

70. Approximately how many man-month/years are devoted to the following?

a. overall supervision of fiscal management  (mm)

b. preparation of budget  (mm)

c. operation of accounting system  (mm)

d. maintainance of budgetary control  (mm)

e. procurement  (mm)

71. Do you use outside consultants for fiscal management?

a. ☐ Yes

b. ☐ NO (go to question )

72. How much consultation in man-month/year?  (mm)

73. Are there written procedures for preparing the budget?

a. ☐ Yes (If so, please indicate method used)

b. ☐ No

74. Are there written procedures for operation of accounting system?

a. ☐ Yes (If so, please explain procedures used)

b. ☐ No

75. Has any method of measuring fiscal effectiveness of the program evolved?

a. ☐ Yes

b. ☐ No

Comment:

G. Programmatic Evaluation

76. How many Title I schools do you coordinate?

77. How many schools with identified students received Title I program services or equipment in FY 73?

78. How many students were identified as being eligible to participate in Title I programs and how many of these identified students actually participated?
- a. \_\_\_\_\_ number eligible
  - b. \_\_\_\_\_ number of eligibles who participated
79. What is the average expenditure per pupil in Title I?
80. How many persons in each category were paid (i.e., salary wise) with Title I funds during FY 73?
- a. \_\_\_\_\_ classroom teachers
  - b. \_\_\_\_\_ special teachers
  - c. \_\_\_\_\_ counselors
  - d. \_\_\_\_\_ nurses
  - e. \_\_\_\_\_ psychologists
  - f. \_\_\_\_\_ educational aides
  - g. \_\_\_\_\_ health aides
  - h. \_\_\_\_\_ pupil personnel aides
  - i. \_\_\_\_\_ pupil personnel workers
  - j. \_\_\_\_\_ social workers
  - k. \_\_\_\_\_ speech therapists
  - l. \_\_\_\_\_ Title I staff assistants
  - m. \_\_\_\_\_ paid volunteer corps
  - n. \_\_\_\_\_ administrators
  - o. \_\_\_\_\_ others (specify)
81. What is the make-up of the PAC?
- a. \_\_\_\_\_ parents of Title I identified students
  - b. \_\_\_\_\_ parents of non-identified students
  - c. \_\_\_\_\_ non-school affiliated community people (specify)
  - d. \_\_\_\_\_ principals
  - e. \_\_\_\_\_ teachers
  - f. \_\_\_\_\_ other (specify)

82. Please attach a copy of all budget expenditures to date.
83. How are PAC members chosen?
84. How is, PAC involved in Title I program components?
85. How are the needs of Title I students determined?
86. Who is responsible for the needs assessment of Title I students?  
(Check all that apply)
- a. \_\_\_\_\_ Title I coordinator
  - b. \_\_\_\_\_ Program Directors
  - c. \_\_\_\_\_ Principals
  - d. \_\_\_\_\_ Teachers
  - e. \_\_\_\_\_ Support Staff
  - f. \_\_\_\_\_ PAC
  - g. \_\_\_\_\_ Other (specify)
87. In your opinion, what affect has Title I had on the academic performance of identified students?
88. Beginning with most significant, what recommendations would you make to improve the effectiveness of the Title I program?



M. TITLE I PRINCIPAL'S QUESTIONNAIRE (ELEMENTARY)

1. SCHOOL ENROLLMENT \_\_\_\_\_ SEPT. '72
2. NUMBER OF IDENTIFIED STUDENTS \_\_\_\_\_ SEPT. '72
3. SCHOOL ENROLLMENT \_\_\_\_\_ MAY '73
4. NUMBER OF IDENTIFIED STUDENTS \_\_\_\_\_ MAY '73
5. INCLUSIVE GRADES \_\_\_\_\_
6. NUMBER OF YEARS YOU'VE BEEN PRINCIPAL AT THIS SCHOOL \_\_\_\_\_
7. WHICH YEARS (FISCAL YEARS, PLEASE) \_\_\_\_\_
8. NUMBER OF YEARS THIS SCHOOL HAS BEEN A TITLE I SCHOOL \_\_\_\_\_
9. WHICH YEARS (FISCAL YEARS, PLEASE) \_\_\_\_\_
10. PERCENTAGE OF IDENTIFIED STUDENTS IN INCLUSIVE GRADES \_\_\_\_\_
11. PERCENTAGE OF IDENTIFIED STUDENTS BY GRADES: (LIST BY SPECIFIC GRADES) \_\_\_\_\_

LIST THE TITLE I STAFF BY PLACING THE NUMBER OF SAME IN THE APPROPRIATE BLANK.  
(I.E., FULL OR PART-TIME, AND THE MONTH THEY BEGAN IN TITLE I) IF NONE,  
PLEASE CHECK NONE COLUMN.

	FULL TIME	PART TIME	MONTH BEGAN	NONE
INSTRUCTIONAL COORDINATOR				
READING RESOURCE TEACHER				
MATH RESOURCE TEACHER				
PUPIL PERSONNEL WORKER				
PUPIL PERSONNEL AIDE				
STAFF ASSISTANT				
HEALTH AIDE				
CLINICAL PSYCHOLOGIST				
PSYCHIATRIC SOCIAL WORKER				
SPEECH THERAPIST				
OTHER (BY POSITION)				
_____				
_____				

13. IS THERE A TITLE I PARENT ADVISORY COUNCIL (PAC) IN YOUR SCHOOL?

- (a) \_\_\_\_\_ YES  
(b) \_\_\_\_\_ NO Go to Question 16.

14. WHAT IS THE MAKE-UP OF THE PAC? (PLEASE INDICATE THE NUMBER IN THE BLANK PROVIDED.)

- a \_\_\_\_\_ Non-School Affiliated Community  
b \_\_\_\_\_ Parents of Non-Title I Identified Students  
c \_\_\_\_\_ Parents of Title I Identified Students  
d \_\_\_\_\_ Principal  
e \_\_\_\_\_ Teachers

15. HOW OFTEN DOES PAC MEET?

16. DOES YOUR SCHOOL HAVE THE PAID VOLUNTEER CORPS (PVC)?
- (a) ☐ YES  
(b) ☐ NO (Go to Question 24)
17. HOW MANY PARTICIPATING PARENTS DID YOUR SCHOOL HAVE THE FIRST SEMESTER OF THE PRESENT SCHOOL YEAR? \_\_\_\_\_
18. ARE ALL THE PARTICIPANTS PARENTS OF TITLE I IDENTIFIED STUDENTS?
- (a) ☐ YES  
(b) ☐ NO
19. HOW WERE THE PARTICIPANTS SELECTED?
20. DOES YOUR SCHOOL USE THE SAME PARTICIPANTS EACH WEEK OR ROTATE THEM?
- (a) ☐ Same  
(b) ☐ Rotate (If so, please state on what basis.)
21. HOW DOES YOUR SCHOOL INVOLVE THE PVC PARTICIPANTS IN PROGRAM ACTIVITIES?
- (a) ☐ Attend Skill Workshop Day  
(b) ☐ As Classroom Aides  
(c) ☐ Providing tutorial services to Identified students after school hours.  
(d) ☐ As Teacher Aides  
(e) ☐ As Health Aides  
(f) ☐ Extending their training via a Staff Development component  
(g) ☐ None of the above  
(h) ☐ Other (Please Indicate)
22. IN FISCAL YEAR 1974 TITLE I PROGRAM, WOULD YOU RECOMMEND THAT THE PVC BE:
- (a) ☐ Expanded to include more participants  
(b) ☐ De-emphasized, including fewer participants  
(c) ☐ Phased out entirely  
(d) ☐ Other (Specify)
23. WHAT IS THE BASIS FOR THIS RECOMMENDATION?

WHAT DATE (MONTH) DID YOUR SCHOOL BEGIN THIS YEAR'S TITLE I PROGRAM?  
                     month

24. PLEASE INDICATE THE DATE (MONTH) YOU HAD AVAILABLE:

- (a)        Fall 1972 Identified Students Lists from 50% Criteria Available.  
 (b)        Reading and Mathematics Program Materials and Supplies Available.  
 (c)        Complete Staff (Support and Teaching) Available.

25. IS THERE A TITLE I CAREER DEVELOPMENT COMPONENT IN OPERATION AT YOUR SCHOOL?

- (a)        YES  
 (b)        NO Go to Question 27

26. PLEASE INDICATE THE DATE (MONTH) YOU HAD THE FOLLOWING AVAILABLE IN RELATION TO THE TITLE I CAREER DEVELOPMENT COMPONENT:

- (a)        Fall 1972 Identified Student Lists from 50% Criteria Available.  
 (b)        Reading and Mathematics Program Materials and Supplies Available.  
 (c)        Complete Staff (Support and Teaching) Available.

27. SINCE TITLE I WAS BROUGHT INTO YOUR SCHOOL, HAS THE TOTAL NUMBER OF TEACHERS AND OTHER STAFF MEMBERS:

- (a)        Increased?  
 (b)        Decreased?  
 (c)        Stayed Just about the Same?

28. WHAT KIND, IF ANY, OF IN-SERVICE STAFF DEVELOPMENT TRAINING PROGRAMS HAVE BEEN CARRIED OUT WITH TITLE I MONIES?

- (a)        NONE  
 (b)        If there has been such training, list the staff participating by length of time (total number of days):

INDICATE TOTAL NUMBER OF DAYS FOR EACH IN THE APPROPRIATE BOX(ES).  
 ("A" through "K" refers to the specific development programs listed below)

STAFF LIST	A	B	C	D	E	F	G	H	I	J	K
1. Instructional Coordinator											
2. Reading Resource Teacher											
3. Math Resource Teacher											
4. Teacher Aides											
5. Pupil Personnel Workers											
6. Pupil Personnel Aides											
7. Staff Assistant											
8. Health Aides											
9. Clinical Psychologists											
10. Psychiatric Social Worker											
11. Speech Therapist											
12. Other (Indicate)											

28. (cont'd.) In-Service Staff Development Programs;

- (A) Credit Courses ( X Number of Semester Hours) D.C.T.C.
- (B) Lectures
- (C) Observation
- (D) Role-Playing
- (E) Workshops
- (F) Conferences
- (G) Seminars
- (H) On-going program of continuous In-classroom Assistance
- (I) Humanistic Lab (June 19-28, 1972)
- (J) Pre-Training Workshop (June 28-July 28, 1972)
- (K) Planning & Orientation (August 28-September 1, 1972)

29. HOW DO TITLE I READING AND MATHEMATICS RESOURCE TEACHERS COORDINATE THEIR WORK WITH THE REGULAR CLASSROOM TEACHER?

30. IF YOUR ANSWER IN QUESTION 29 WAS BY REMOVING THE TITLE I IDENTIFIED STUDENTS FROM THE REGULAR CLASSROOM:

- (a) List the subjects students are being taken from in order to take reading under the heading READING. Also, list the subjects students are being taken from in order to take math under the heading MATH below.

READING		MATH	
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
4.	_____	4.	_____
5.	_____	5.	_____

- (b) Indicate whether the schedule by which students are removed from classes to take reading or math is the same or rotated each week by writing SAME or ROTATE in the appropriate blank provided next to the subjects you listed under the headings READING and MATH above.

31. WHAT IS THE AVERAGE AMOUNT OF TIME SERVICES ARE RENDERED TO TITLE I IDENTIFIED STUDENTS BY THE RESOURCE TEACHERS EACH WEEK?

<u>READING</u>		<u>MATH</u>	
Number of Days Per Week	_____	Number of Days Per Week	_____
Number of minutes Per Day	_____	Number of minutes Per Day	_____

32. WHAT IS THE AVERAGE PUPIL/RESOURCE TEACHER RATIO IN:

- (a) \_\_\_\_\_ Reading  
(b) \_\_\_\_\_ Mathematics

33. DID YOU HAVE AVAILABLE THE NECESSARY INFORMATION ABOUT TITLE I (HEALTH-EDUCATION-WELFARE REGULATIONS, OFFICE OF EDUCATION GUIDELINES, DCPS SYSTEM'S PHILOSOPHY ON IMPLEMENTATION) IN ORDER TO EFFECTIVELY ORGANIZE AND CARRY OUT THE PROGRAM AT YOUR SCHOOL?

(a) ☐ YES

(b) ☐ NO

34. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT THE CONCENTRATION OF TITLE I MONIES AT THE KINDERGARTEN THROUGH THIRD-GRADE LEVEL IS THE MOST OPTIMAL ALLOCATION?

(a) ☐ YES (Go to Question 36.)

(b) ☐ NO

35. HOW WOULD YOU RECOMMEND ALLOCATING TITLE I MONIES AT THE ELEMENTARY LEVEL?

36. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT TITLE I MONIES SHOULD BE CONCENTRATED IN THE ACADEMIC AREAS OF READING AND MATH?

(a) ☐ YES (Go to Question 38.)

(b) ☐ NO

37. HOW WOULD YOU RECOMMEND CONCENTRATING TITLE I MONIES?

38. DO YOU HAVE ANY INPUT INTO THE DECISION-MAKING AS TO:

(a) How Title I monies are spent?

(b) What programs or services are included in Title I programs?

(c) Who gets Title I services at your school?

YES	NO

39. GIVEN THE SAME AMOUNT OF TITLE I FUNDS AVAILABLE AT YOUR SCHOOL, DO YOU HAVE ANY RECOMMENDATIONS FOR CHANGING THE PRESENT CRITERIA (SCORING BELOW THE 50th PERCENTILE) FOR IDENTIFYING STUDENTS?

(a) ☐ YES (Please specify)

(b) ☐ NO

40. DOES YOUR SCHOOL HAVE THE TOTAL LEARNING CENTER (TLC) COMPONENT?
- (a) ☐ YES  
(b) ☐ NO (Go to Question 45.)
41. WHICH OF THE COMPETITIVE READING PROGRAMS (CRP'S) DO YOU USE IN YOUR TLC? (Please check appropriate one(s):
- (a) ☐ D.C. Heath  
(b) ☐ McGraw-Hill  
(c) ☐ Random-House
42. WHICH MATH PROGRAM(S) DO YOU USE IN YOUR TLC?
- (a) ☐ D.C. Heath  
(b) ☐ Random-House  
(c) ☐ McGraw-Hill
43. ARE THE MATERIALS AND METHODS USED IN QUESTION 41 EFFECTIVE MEANS FOR TEACHING DCPS' IDENTIFIED STUDENTS READING AND MATHEMATICS SKILLS?
- (a) ☐ YES  
(b) ☐ NO (Please indicate why)
44. ARE THE TESTS (METROPOLITAN READINESS TEST, CALIFORNIA ACHIEVEMENT TEST AND COMPREHENSIVE TEST OF BASIC SKILLS) USED TO MEASURE ACHIEVEMENT GAINS SENSITIVE ENOUGH TO DETECT ALL POSSIBLE SIGNIFICANT IMPROVEMENTS IN READING AND MATHEMATICS BY IDENTIFIED STUDENTS?
- (a) ☐ YES  
(b) ☐ NO (Please indicate why)
45. HOW DOES YOUR SCHOOL HANDLE THE SITUATION OF:
- (a) The Title I Identified transfer student:
- (1) Transferring into your school?
- (2) Transferring out of your school?
- (b) Grade-to-grade Identified student progression and program continuity?

45. (cont'd.)

- (c) Channeling Identified students from one CRP to another in the event of your school's changing it's program configuration?

46. HAS THE TITLE I ADMINISTRATION GIVEN YOUR SCHOOL FISCAL YEAR 1974 GUIDELINES FOR HANDLING:

- (a) Title I students transferring into your school?

(1) ☐ NO

(2) ☐ YES

- (b) Title I students transferring out of your school?

(1) ☐ NO

(2) ☐ YES

- (c) Grade-to-grade Identified student progression and program continuity?

(1) ☐ NO

(2) ☐ YES

47. DOES YOUR SCHOOL HAVE THE MEDIAX PROGRAM FOR DEVELOPING CHILDREN'S PERCEPTUAL SKILLS AS PART OF THE TLC?

- (a) ☐ YES (How has your school incorporated the Mediap into TLC?)

(b) ☐ NO

48. HOW EFFECTIVE IS MEDIAX AS AN ADJUNCT TO TLC?

(a) ☐ Very effective

(b) ☐ Moderately effective

(c) ☐ Effective

(d) ☐ Not very effective

(e) ☐ Ineffective

49. DOES YOUR SCHOOL HAVE THE TITLE I TOTAL LEARNING CENTER SPECIAL EDUCATION COMPONENT FOR EXCEPTIONAL CHILDREN?

(a) ☐ YES

(b) ☐ NO (Go to Question 51.)

50. WHAT OTHER TITLE I SCHOOLS "FEED IDENTIFIED STUDENTS TO YOUR CENTER FOR SPECIAL EDUCATION?

(a) ☐ NONE

(b) ☐ (Please list the schools, then go to Question 53)



51. IS YOUR SCHOOL A FEEDER SCHOOL FOR A TITLE I SCHOOL EQUIPPED WITH SUCH A CENTER?

(a) NO

(b)        YES (Please list the school)

52. WHAT EFFECT WOULD THE INCLUSION OF A SPECIAL EDUCATION COMPONENT HAVE ON THE OVER-ALL ACHIEVEMENT SCORES OF TITLE I IDENTIFIED STUDENTS AT YOUR SCHOOL? (Please Indicate why)

**(a) Negative:**

**(b) Neutral:**

**(c) Positive:**

53. WHAT PERCENTAGE OF TITLE I IDENTIFIED STUDENTS HAVE BEEN PLACED BACK INTO THE REGULAR CLASSROOM SITUATION?

54. IS A TITLE I PROGRAM EMPHASIZING THE DEVELOPMENT OF BASIC SKILLS IN READING AND MATHEMATICS THROUGH AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS BETTER SERVED BY:

(a)          Open-Classroom approach?

(b) Self-Contained classroom approach?

55. IN RELATION TO AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS, WHICH SHOULD BE EMPHASIZED?

(a) Hardware (equipment)

(b) Software (method)

(c) Both "a" and "b"

(d) Neither "a" nor "b"

56. SHOULD TITLE I PARTICIPANTS IN THE DCPS SYSTEM BE IDENTIFIED ON THE BASIS OF: (Please check one)

Census data determination of low-income families

           On the basis of pupil achievement scores

           Some combination of "a" and "b"

\_\_\_\_\_ Other (Please specify)

57. If a child leaves a Title I class, is a new pupil assigned to fill his place? CHECK ALL THAT APPLY.

☐ Yes

☐ No (Go to question 58)

☐ By randomly assigning all available pupils

☐ No predetermined basis

☐ Low income

☐ Indications of low achievement

☐ Other (specify)

58. On what basis were teachers assigned as Title I teachers? CHECK ALL THAT APPLY.

☐ Stated teacher preference

☐ Specialized training

☐ Previous teaching experience

☐ No predetermined basis

☐ Other (specify)

59. Please give your frank appraisal of the effectiveness of the services of each of the following Title I staff members and aspects of the program in meeting the needs of the students in your school using the following scale:

3 - very effective  
2 - effective  
1 - not very effective  
0 - not effective  
N - non-applicable

Use line "a" for the rating and line "b" to provide a brief explanation for the rating.

Instructional Coordinator

a.

b.

**Reading Resource Teacher**

a.

b.

**Math Resource Teacher**

a.

b.

**Pupil Personnel Worker**

a.

b.

**Pupil Personnel Aide**

a.

b.

**Staff Assistant**

a.

b.

**Health Aide**

a.

b.

**Clinical Psychologist**

a.

b.

**Psychiatric Social Worker**

a.

b.

**Speech Therapist**

a.

b.

Other (By Position)

a.

b.

60. IN ORDER OF PREFERENCE, LIST THE THREE THINGS YOU LIKED MOST ABOUT YOUR EXPERIENCE AS PRINCIPAL OF A TITLE I SCHOOL.

1.

2.

3.

61. STARTING WITH YOUR BIGGEST GRIPE, LIST THREE THINGS YOU LIKED LEAST ABOUT YOUR TITLE I EXPERIENCE.

1.

2.

3.

62. STARTING WITH THE MOST SIGNIFICANT, WHAT WERE YOUR THREE MOST SIGNIFICANT EXPERIENCES AS THE PRINCIPAL OF A TITLE I SCHOOL?

1.

2.

3.

63. HAVE YOU HAD ANY IN-SERVICE TRAINING THIS YEAR THAT WAS SPECIFICALLY RELATED TO YOUR JOB?

☐ YES

☐ NO (Go to Question #66)

64. IF YOU HAVE HAD IN-SERVICE TRAINING, PLEASE CHECK IN COLUMN "A" THOSE TRAINING ACTIVITIES IN WHICH YOU PARTICIPATED. FOR EACH ACTIVITY CHECKED IN COLUMN "A" INDICATE THE DEGREE TO WHICH YOU FOUND IT HELPFUL BY CIRCLING THE APPROPRIATE NUMBER UNDER "B".

On the job training

Participation in workshops, conferences and seminars

Discussions on methods of dealing with specific problems

Training in which I participated	No Help	Little Help	Some Help	Great Help
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4

Column A

Column B

65. HOW ADEQUATELY HAS YOUR IN-SERVICE TRAINING PREPARED YOU TO DO YOUR JOB MORE EFFECTIVELY?

- a ☐ very adequate
- b ☐ adequately
- c ☐ not very adequate
- d ☐ not adequate

66. ALL THINGS CONSIDERED, HOW DO YOU FIND WORKING AS PRINCIPAL OF A TITLE I SCHOOL?

- a ☐ very satisfying
- b ☐ fairly satisfying
- c ☐ not very satisfying
- d ☐ not satisfying

67. PLEASE LIST ANY SUGGESTIONS YOU MIGHT HAVE FOR THIS OR FUTURE YEARS' TITLE I EVALUATIONS.

N. TITLE I PRINCIPAL'S QUESTIONNAIRE  
JUNIOR HIGH SCHOOL

1. SCHOOL ENROLLMENT \_\_\_\_\_ SEPT. '72
2. NUMBER OF IDENTIFIED STUDENTS \_\_\_\_\_ SEPT. '72
3. SCHOOL ENROLLMENT \_\_\_\_\_ MAY '73
4. NUMBER OF IDENTIFIED STUDENTS \_\_\_\_\_ MAY '73
5. INCLUSIVE GRADES \_\_\_\_\_
6. NUMBER OF YEARS YOU'VE BEEN PRINCIPAL AT THIS SCHOOL \_\_\_\_\_
7. WHICH YEARS (FISCAL YEARS, PLEASE) \_\_\_\_\_
8. NUMBER OF YEARS THIS SCHOOL HAS BEEN A TITLE I SCHOOL \_\_\_\_\_
9. WHICH YEARS (FISCAL YEARS, PLEASE) \_\_\_\_\_
10. PERCENTAGE OF IDENTIFIED STUDENTS IN INCLUSIVE GRADES \_\_\_\_\_
11. PERCENTAGE OF IDENTIFIED STUDENTS BY GRADE: (LIST BY SPECIFIC GRADES)  
\_\_\_\_\_

12. LIST THE TITLE I STAFF BY PLACING THE NUMBER OF SAME IN THE APPROPRIATE BLANK. (I.E., FULL OR PART-TIME, AND THE MONTH THEY BEGAN IN TITLE I) IF NONE, PLEASE CHECK NONE COLUMN.

	FULL TIME	PART TIME	MONTH BEGAN	NONE
INSTRUCTIONAL COORDINATOR				
READING RESOURCE TEACHER				
MATH RESOURCE TEACHER				
PUPIL PERSONNEL WORKER				
STAFF ASSISTANT				
HEALTH AIDE				
CLINICAL PSYCHOLOGIST				
PSYCHIATRIC SOCIAL WORKER				
SPEECH THERAPIST				
OTHER (BY POSITION)				

13. IS THERE A TITLE I PARENT ADVISORY COUNCIL (PAC) IN YOUR SCHOOL?
- (a) ☐ YES
- (b) ☐ NO (Go to question #16)
14. WHAT IS THE MAKE-UP OF THE PAC? (PLEASE INDICATE THE NUMBER IN THE BLANK PROVIDED).
- a ☐ Non-School Affiliated Community
- b ☐ Parents of Non-Title Identified Students
- c ☐ Parents of Title I Identified Students
- d ☐ Principal
- e ☐ Teachers
15. HOW OFTEN DOES PAC MEET?

16. DOES YOUR SCHOOL HAVE THE PAID VOLUNTEER CORPS (PVC)?

(a) ☐ YES

(b) ☐ NO (Go to question )

17. HOW MANY PARTICIPATING PARENTS DID YOUR SCHOOL HAVE THE FIRST SEMESTER OF THE PRESENT SCHOOL YEAR? \_\_\_\_\_

18. ARE ALL THE PARTICIPANTS PARENTS OF TITLE I IDENTIFIED STUDENTS?

(a) ☐ YES

(b) ☐ NO

19. HOW WERE THE PARTICIPANTS SELECTED?

20. DOES YOUR SCHOOL USE THE SAME PARTICIPANTS EACH WEEK OR ROTATE THEM?

(a) ☐ Same

(b) ☐ Rotate (If so, please state on what basis).

21. HOW DOES YOUR SCHOOL INVOLVE THE PVC PARTICIPANTS IN PROGRAM ACTIVITIES?

(a) ☐ Attend Skill Workshops Day

(b) ☐ As Classroom Aides

(c) ☐ Providing tutorial services to Identified students after school hours.

(d) ☐ As Teacher Aides

(e) ☐ As Health Aides

(f) ☐ Extending their training via a Staff Development component

(g) ☐ None of the above

(h) ☐ Other (Please Indicate)

22. IN FISCAL YEAR 1974 TITLE I PROGRAM, WOULD YOU RECOMMEND THAT THE PVC BE:

(a) ☐ Expanded to include more participants

(b) ☐ De-emphasized, including fewer participants

(c) ☐ Phased out entirely

(d) ☐ Other (Specify)



23. WHAT IS THE BASIS FOR THIS RECOMMENDATION?

WHAT DATE (MONTH) DID YOUR SCHOOL BEGIN THIS YEAR'S TITLE I PROGRAM  
\_\_\_\_\_ MONTH

24. PLEASE INDICATE THE DATE (MONTH) YOU HAD AVAILABLE:

(a) \_\_\_\_\_ Fall 1972 Identified Students Lists from 50% Criteria Available.

(b) \_\_\_\_\_ Reading and Mathematics Program Materials and Supplies Available.

(c) \_\_\_\_\_ Complete Staff (Support and Teaching) Available.

25. SINCE THE TITLE I PROGRAM WAS BROUGHT TO YOUR SCHOOL, HAS THE TOTAL NUMBER OF TEACHERS AND OTHER STAFF MEMBERS:

(a) \_\_\_\_\_ Increased?

(b) \_\_\_\_\_ Decreased?

(c) \_\_\_\_\_ Stayed Just about the Same?

26. WHAT KIND, IF ANY, OF IN-SERVICE STAFF DEVELOPMENT TRAINING PROGRAMS HAVE BEEN CARRIED OUT WITH TITLE I MONIES?

(a) \_\_\_\_\_ NONE

(b) \_\_\_\_\_ If there has been such training, list the staff participating by length of time (total number of days):

INDICATE TOTAL NUMBER OF DAYS FOR EACH IN THE APPROPRIATE BOX(ES). ("A" through "K" refers to the specific development programs listed below):

STAFF LIST	A	B	C	D	E	F	G	H	I	J	K
1. Instructional Coordinator											
2. Reading Resource Teacher											
3. Math Resource Teacher											
4. Teacher Aides											
5. Pupil Personnel Workers											
6. Pupil Personnel Aides											
7. Staff Assistant											
8. Health Aides											
9. Clinical Psychologists											
10. Psychiatric Social Worker											
11. Speech Therapist											
12. Other (Indicate)											

In-Service Staff Development Programs:

- (A) Credit Courses (X Number of Semester Hours) D.C.T.C.
- (B) Lectures
- (C) Observation
- (D) Role-Playing
- (E) Workshops
- (F) Conferences
- (G) Seminars
- (H) On-going program of continuous In-classroom Assistance
- (I) Humanistic Lab (June 19-28 1972)
- (J) Pre-Training Workshop (June 28-July 28, 1972)
- (K) Planning & Orientation (August 28-September 1, 1972)

27. HOW DO TITLE I READING AND MATHEMATICS RESOURCE TEACHERS COORDINATE THEIR WORK WITH THE REGULAR CLASSROOM TEACHER?

28. IF YOUR ANSWER IN QUESTION 27 WAS BY REMOVING THE TITLE I IDENTIFIED STUDENTS FROM THE REGULAR CLASSROOM:

- (a) List the subjects students are being taken from in order to take reading under the heading READING. Also, list the subjects students are being taken from in order to take MATHEMATICS under the heading MATHEMATICS below:

READING

MATHEMATICS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- (b) Indicate whether the schedule by which students are removed from classes to take reading or math is the same or rotated each week by writing SAME or ROTATE in the appropriate blank provided and MATH above.

29. WHAT IS THE AVERAGE AMOUNT OF TIME SERVICES ARE RENDERED TO TITLE I IDENTIFIED STUDENTS BY THE RESOURCE TEACHERS EACH WEEK?

- READING
- a. Number of Days Per Week \_\_\_\_\_
- b. Number of minutes Per Day \_\_\_\_\_

- MATH
- c. Number of Days Per Week \_\_\_\_\_
- d. Number of minutes Per Day \_\_\_\_\_

30. WHAT IS THE AVERAGE PUPIL/RESOURCE TEACHER RATIO IN:

- (a) \_\_\_\_\_ Reading
- (b) \_\_\_\_\_ Mathematics

31. DID YOU HAVE AVAILABLE THE NECESSARY INFORMATION ABOUT TITLE I (HEALTH-EDUCATION-WELFARE REGULATIONS, OFFICE OF EDUCATION GUIDELINES, DCPS SYSTEM'S PHILOSOPHY ON IMPLEMENTATION) IN ORDER TO EFFECTIVELY ORGANIZE AND CARRY OUT THE PROGRAM AT YOUR SCHOOL?

- (a) \_\_\_\_\_ YES
- (b) \_\_\_\_\_ NO

32. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT THE CONCENTRATION OF TITLE I MONIES AT THE 7th GRADE LEVEL IS THE MOST OPTIMAL ALLOCATION?

- (a) \_\_\_\_\_ YES (Go to Question 34.)
- (b) \_\_\_\_\_ NO

33. HOW WOULD YOU RECOMMEND ALLOCATING TITLE I MONIES AT THE SECONDARY LEVEL?

34. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT TITLE I MONIES SHOULD BE CONCENTRATED IN THE ACADEMIC AREAS OF READING AND MATH?

(a) \_\_\_\_\_ YES (Go to Question )

(b) \_\_\_\_\_ NO

35. HOW WOULD YOU RECOMMEND CONCENTRATING TITLE I MONIES?

36. DO YOU HAVE ANY INPUT INTO THE DECISION-MAKING AS TO:

(a) How Title I monies are spent?

\_\_\_\_\_ YES \_\_\_\_\_ NO

(b) What programs or services are included in Title I programs?

\_\_\_\_\_  
\_\_\_\_\_

(c) Who gets Title I services at your school?

\_\_\_\_\_

37. GIVEN THE SAME AMOUNT OF TITLE I FUNDS AVAILABLE AT YOUR SCHOOL, DO YOU HAVE ANY RECOMMENDATIONS FOR CHANGING THE PRESENT CRITERIA (SCORING BELOW THE 50th PERCENTILE) FOR IDENTIFYING STUDENTS?

(a) \_\_\_\_\_ YES (Please Specify)

(b) \_\_\_\_\_ NO

38. PROVIDE THE STARTING DATES FOR THE FOLLOWING TITLE I PROGRAMS THAT MAY BE IN OPERATION AT YOUR SCHOOL (PLEASE CHECK THE APPROPRIATE ONES AND INDICATE THE MONTH EACH BEGAN BY:

- (a) Identified student singled out for participation
- (b) Program materials and supplies on site
- (c) Selected staff (support and teaching) on site

A. Careers in Building Trades

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

B. Introduction to building trades

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

C. Widening Horizons

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

D. Youth-Serving-Youth

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

E. Other (Please Indicate) \_\_\_\_\_

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

F. None in operation

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

39. IF YOUR ANSWER TO THE ABOVE QUESTION WAS OTHER THAN "F", PLEASE GIVE THE FOLLOWING DATA FOR EACH CHOICE.

I. Number of Title I Identified students per program

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

II. How Title I students were selected for each program

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

40. DOES YOUR SCHOOL HAVE A SECONDARY REINFORCEMENT LEARNING CENTER (SRLC)?

- A \_\_\_\_\_ Yes
- B \_\_\_\_\_ No (Go to question )

41. HOW CLOSE TO BEING 100% OPERATIONAL IS IT? (Percentage please)

42. ARE THE MATERIALS AND METHODS USED IN SRLC EFFECTIVE IN TEACHING DCPS' IDENTIFIED STUDENTS?

- a \_\_\_\_\_ Yes
- b \_\_\_\_\_ No (If so, why?) \_\_\_\_\_

43. IF YOUR SCHOOL DOES NOT HAVE SRLC, WERE DO TITLE I MONIES ALLOCATED AND DISBURSED FOR SUCH PURPOSES?

- a \_\_\_\_\_ Yes
- b \_\_\_\_\_ No (Go to question )

44. ARE THE PRESCRIPTIVE READING TEST, PRESCRIPTIVE MATH TEST, AND THE COMPREHENSIVE TEST OF BASIC SKILLS SENSITIVE TO ANY POSSIBLE SIGNIFICANT STUDENT ACHIEVEMENT GAIN?

- a \_\_\_\_\_ Yes
- b \_\_\_\_\_ No (If so, why?) \_\_\_\_\_

45. WHICH OF THE FOLLOWING DO YOU USE IN YOUR SRLC?

- a ☐ Education Development Laboratory (EDL)
- b ☐ MediAx
- c ☐ Neither

46. HOW WAS MEDIAX AND/OR EDL BEEN INCORPORATED INTO YOUR SRLC?

47. HOW EFFECTIVE IS MEDIAX AND/OR EDL AS AN ADJUNCT TO SRLC?

- a ☐ Very effective
- b ☐ Moderately effective
- c ☐ Effective
- d ☐ Not very effective
- e ☐ Ineffective

48. WHAT MATERIALS AND METHODS ARE BEING USED IN YOUR SCHOOL TO TEACH DCPS' IDENTIFIED STUDENTS READING AND MATHEMATICS SKILLS?

- a ☐ YES
- b ☐ No (IF SO, WHY?) \_\_\_\_\_

49. HOW DOES YOUR SCHOOL HANDLE THE SITUATION OF:

- (a) The Title I Identified transfer student:
  - (1) Transferring into your school?

- (2) Transferring out of your school?

- (b) Grade-to-grade Identified student progression and program continuity?

- (c) Channeling Identified students from one CRP to another in the event of your school's changing it's program configuration?

50. HAS THE TITLE I ADMINISTRATION GIVEN YOUR SCHOOL FISCAL YEAR 1974 GUIDELINES FOR HANDLING:

(a) Title I students transferring into your school?

(1) ☐ NO  
(2) ☐ YES

(b) Title I students transferring out of your school?

(1) ☐ NO  
(2) ☐ YES

(c) Grade-to-grade Identified student progression and program continuity?

(1) ☐ NO  
(2) ☐ NO (Go to Question )

51. DOES YOUR SCHOOL HAVE THE TITLE I LEARNING CENTER FOR SPECIAL EDUCATION COMPONENT FOR EXCEPTIONAL CHILDREN?

(a) ☐ YES  
(b) ☐ NO (GO to question )

52. WHAT OTHER TITLE I SCHOOLS FEED IDENTIFIED STUDENTS TO YOUR CENTER FOR SPECIAL EDUCATION?

(a) ☐ NONE  
(b) ☐ (Please list the schools, then go to Question )

53. IS YOUR SCHOOL A FEEDER SCHOOL FOR A TITLE I SCHOOL EQUIPPED WITH SUCH A CENTER?

(a) ☐ NO  
(b) ☐ YES (Please list the school)



54. WHAT EFFECT WOULD THE INCLUSION OF A SPECIAL EDUCATION COMPONENT HAVE ON THE OVER-ALL ACHIEVEMENT SCORES OF TITLE I IDENTIFIED STUDENTS AT YOUR SCHOOL? (Please indicate why?)

(a) Negative:

(b) Neutral:

(c) Positive:

55. WHAT PERCENTAGE OF TITLE I IDENTIFIED STUDENTS HAVE BEEN PLACED BACK INTO THE REGULAR CLASSROOM SITUATION? \_\_\_\_\_

56. IS A TITLE I PROGRAM EMPHASIZING THE DEVELOPMENT OF BASIC SKILLS IN READING AND MATHEMATICS THROUGH AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS BETTER SERVED BY:

(a) \_\_\_\_\_ Open Classroom approach?

(b) \_\_\_\_\_ Self-Contained classroom approach?

57. IN RELATION TO AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS, WHICH SHOULD BE EMPHASIZED?

(a) \_\_\_\_\_ Hardware (equipment)

(b) \_\_\_\_\_ Software (method)

(c) \_\_\_\_\_ Both "a" and "b"

(d) \_\_\_\_\_ Neither "a" nor "b"

58. SHOULD TITLE I PARTICIPANTS IN THE DCPS SYSTEM BE IDENTIFIED ON THE BASIS OF: (Please check one):

\_\_\_\_\_ Census data determination of low-income families

\_\_\_\_\_ On the basis of pupil achievement scores

\_\_\_\_\_ Some combination of "a" and "b"

\_\_\_\_\_ Other (Please specify)

59. IF A CHILD LEAVES A TITLE I CLASS, IS A NEW PUPIL ASSIGNED TO FILL HIS PLACE? (Check all that apply)

\_\_\_\_\_ Yes

\_\_\_\_\_ No (Go to Question )

\_\_\_\_\_ By randomly assigning all available pupils

\_\_\_\_\_ No predetermined basis

\_\_\_\_\_ Low income

\_\_\_\_\_ Indications of low achievement

\_\_\_\_\_ Other (specify)

60. ON WHAT BASIS WERE TEACHERS ASSIGNED AS TITLE I TEACHERS? Check all that apply.

\_\_\_\_\_ Stated teacher preference

\_\_\_\_\_ Specialized training

\_\_\_\_\_ Previous teaching experience

\_\_\_\_\_ No predetermined basis

\_\_\_\_\_ Other (specify)

61. PLEASE GIVE YOUR FRANK APPRAISAL OF THE EFFECTIVENESS OF THE SERVICES OF EACH OF THE FOLLOWING TITLE I STAFF MEMBERS AND ASPECTS OF THE PROGRAM IN MEETING THE NEEDS OF THE STUDENTS IN YOUR USING THE FOLLOWING SCALE:

3 - very effective

2 - effective

1 - not very effective

0 - not effective

N - non-applicable

USE LINE "a" FOR THE RATING AND LINE "b" TO PROVIDE A BRIEF EXPLANATION FOR THE RATING

Instructional Coordinator

a.

b.

Reading Resource Teacher

a.

b.

Math Resource Teacher

a.

b.

Pupil Personnel Worker

a.

b.

Pupil Personnel Aide

a.

b.

Staff Assistant

a.

b.

Health Aide

a.

b.

Clinical Psychologist

a.

b.

Psychiatric Social Worker

a.

b.

Speech Therapist

a.

b.

Other (By Position)

a.

b.

62. IN ORDER OF PREFERENCE, LIST THE THREE THINGS YOU LIKED MOST ABOUT YOUR EXPERIENCE AS PRINCIPAL OF A TITLE I SCHOOL.

1.

2.

3.

63. STARTING WITH YOUR BIGGEST GRIPE, LIST THREE THINGS YOU LIKED LEAST ABOUT YOUR TITLE I EXPERIENCE.

1.

2.

3.

64. STARTING WITH YOUR SIGNIFICANT, WHAT WERE YOUR THREE MOST SIGNIFICANT EXPERIENCES AS THE PRINCIPAL OF A TITLE I SCHOOL?

1.

2.

3.

65. HAVE YOU HAD ANY IN-SERVICE TRAINING THIS YEAR WAS SPECIFICALLY RELATED TO YOUR JOB?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

66. IF YOU HAVE HAD IN-SERVICE TRAINING, PLEASE CHECK IN COLUMN "A" THOSE TRAINING ACTIVITIES IN WHICH YOU PARTICIPATED. FOR EACH ACTIVITY CHECKED IN COLUMN "A" INDICATE THE DEGREE TO WHICH YOU FOUND IT HELPFUL BY CIRCLING THE APPROPRIATE NUMBER UNDER "B".

	A Training in which	B			
		No Help	Little Help	Some Help	Great Help
On the job training	_____	1	2	3	4
Participation in workshops, conferences and seminars	_____	1	2	3	4
Discussions on methods of dealing with specific problems	_____	1	2	3	4

67. HOW ADEQUATELY HAS YOUR IN-SERVICE TRAINING PREPARED YOU TO DO YOUR JOB MORE EFFECTIVELY?

a \_\_\_\_\_ very adequately  
 b \_\_\_\_\_ adequately  
 c \_\_\_\_\_ not very adequate  
 d \_\_\_\_\_ not adequate

68. ALL THINGS CONSIDERED, HOW DO YOU FIND WORKING AS PRINCIPAL OF A TITLE I SCHOOL?

a \_\_\_\_\_ very satisfying  
 b \_\_\_\_\_ fairly satisfying  
 c \_\_\_\_\_ not very satisfying  
 d \_\_\_\_\_ not satisfying

69. PLEASE LIST ANY SUGGESTIONS YOU MIGHT HAVE FOR THIS OR FUTURE YEARS' TITLE I EVALUATIONS.

O. TITLE I PRINCIPAL'S QUESTIONNAIRE (NON-PUBLIC)

1. SCHOOL ENROLLMENT \_\_\_\_\_ SEPT. '72
2. NUMBER OF IDENTIFIED STUDENTS \_\_\_\_\_ SEPT. '72
3. SCHOOL ENROLLMENT \_\_\_\_\_ MAY '73
4. NUMBER OF IDENTIFIED STUDENTS \_\_\_\_\_ MAY '73
5. INCLUSIVE GRADES \_\_\_\_\_
6. NUMBER OF YEARS YOU'VE BEEN PRINCIPAL AT THIS SCHOOL \_\_\_\_\_
7. WHICH YEARS (FISCAL YEARS, PLEASE) \_\_\_\_\_
8. NUMBER OF YEARS THIS SCHOOL HAS BEEN A TITLE I SCHOOL \_\_\_\_\_
9. WHICH YEARS (FISCAL YEARS, PLEASE) \_\_\_\_\_
10. PERCENTAGE OF IDENTIFIED STUDENTS IN INCLUSIVE GRADES \_\_\_\_\_
11. PERCENTAGE OF IDENTIFIED STUDENTS BY GRADES: (LIST BY SPECIFIC GRADES)  
\_\_\_\_\_

12. LIST THE TITLE I STAFF BY PLACING THE NUMBER OF SAME IN THE APPROPRIATE BLANK. (I.E., FULL OR PART-TIME, AND THE MONTH THEY BEGAN IN TITLE I) IF NONE, PLEASE CHECK NONE COLUMN.

	FULL TIME	PART TIME	MONTH BEGAN	NONE
INSTRUCTIONAL COORDINATOR				
READING RESOURCE TEACHER				
MATH RESOURCE TEACHER				
PUPIL PERSONNEL WORKER				
PUPIL PERSONNEL AIDE				
STAFF ASSISTANT				
HEALTH AIDE				
CLINICAL PSYCHOLOGIST				
PSYCHIATRIC SOCIAL WORKER				
SPEECH THERAPIST				
OTHER (BY POSITION)				
→				
→				

13. IS THERE A TITLE I PARENT ADVISORY COUNCIL (PAC) IN YOUR SCHOOL?

(a) ☐ YES  
 (b) ☐ NO (Go to Question #16)

14. WHAT IS THE MAKE-UP OF THE PAC? (PLEASE INDICATE THE NUMBER IN THE BLANK PROVIDED.)

a ☐ Non-School Affiliated Community  
 b ☐ Parents of Non-Title Identified Students  
 c ☐ Parents of Title I Identified Students  
 d ☐ Principal  
 e ☐ Teachers

15. HOW OFTEN DOES PAC MEET?
16. DOES YOUR SCHOOL HAVE THE PAID VOLUNTEER CORPS (PVC)?
- (a) ☐ YES
- (b) ☐ NO (Go to Question #24)
17. HOW MANY PARTICIPATING PARENTS DID YOUR SCHOOL HAVE THE FIRST SEMESTER OF THE PRESENT SCHOOL YEAR? \_\_\_\_\_
18. ARE ALL THE PARTICIPANTS PARENTS OF TITLE I IDENTIFIED STUDENTS?
- (a) ☐ YES
- (b) ☐ NO
19. HOW WERE THE PARTICIPANTS SELECTED?
20. DOES YOUR SCHOOL USE THE SAME PARTICIPANTS EACH WEEK OR ROTATE THEM?
- (a) ☐ Same
- (b) ☐ Rotate (If so, please state on what basis.)
21. HOW DOES YOUR SCHOOL INVOLVE THE PVC PARTICIPANTS IN PROGRAM ACTIVITIES?
- (a) ☐ Attend Skill Workshop Day
- (b) ☐ As Classroom Aides
- (c) ☐ Providing tutorial services to Identified students after school hours.
- (d) ☐ As Teacher Aides
- (e) ☐ As Health Aides
- (f) ☐ Extending their training via a Staff Development component
- (g) ☐ None of the above
- (h) ☐ Other (Please Indicate)
22. IN FISCAL YEAR 1974 TITLE I PROGRAM, WOULD YOU RECOMMEND THAT THE PVC BE:
- (a) ☐ Expanded to include more participants
- (b) ☐ De-emphasized, including fewer participants
- (c) ☐ Phased out entirely
- (d) ☐ Other (Specify)
23. WHAT IS THE BASIS FOR THIS RECOMMENDATION?



WHAT DATE (MONTH) DID YOUR SCHOOL BEGIN THIS YEAR'S TITLE I PROGRAM?  
\_\_\_\_\_ month

24. PLEASE INDICATE THE DATE (MONTH) YOU HAD AVAILABLE:

- (a) \_\_\_\_\_ Fall 1972 Identified Students Lists from 50%  
Criteria Available.
- (b) \_\_\_\_\_ Reading and mathematics Program Materials and  
Supplies Available.
- (c) \_\_\_\_\_ Complete Staff (Support and Teaching) Available.

25. SINCE TITLE I WAS BROUGHT INTO YOUR SCHOOL, HAS THE TOTAL NUMBER  
OF TEACHERS AND OTHER STAFF MEMBERS:

- (a) \_\_\_\_\_ Increased
- (b) \_\_\_\_\_ Decreased
- (c) \_\_\_\_\_ Stayed Just about the Same?

26. WHAT KIND, IF ANY, IN-SERVICE STAFF DEVELOPMENT TRAINING PROGRAMS HAVE BEEN CARRIED OUT WITH TITLE I MONIES?

(a)        NONE

(b)        If there has been such training, list the staff participating by length of time (total number of days):

INDICATE TOTAL NUMBER OF DAYS FOR EACH IN THE APPROPRIATE BOX(ES)  
("A" through "K" refers to the specific development programs listed below)

STAFF	A	B	C	D	E	F	G	H	I	J	K
1. Instructional Coordinator											
2. Reading Resource Teacher											
3. Math Resource Teacher											
4. Teacher Aides											
5. Pupil Personnel Workers											
6. Pupil Personnel Aides											
7. Staff Assistant											
8. Health Aides											
9. Clinical Psychologist											
10. Psychiatric Social Worker											
11. Speech Therapist											
12. Other (Indicate)											

In-Service Staff Development Programs:

- (A) Credit Courses ( X Number of Semester Hours) D.C.T.C.
- (B) Lectures
- (C) Observation
- (D) Role-Playing
- (E) Workshops
- (F) Conferences
- (G) Seminars
- (H) On-going program of continuous In-classroom Assistance
- (I) Humanistic Lab (June 19-28 1972)
- (J) Pre-Training Workshop (June 28-July 28, 1972)
- (K) Planning & Orientation (August 28-September 1, 1972)

27. HOW DO TITLE I READING AND MATHEMATICS RESOURCE TEACHERS COORDINATE THEIR WORK WITH THE REGULAR CLASSROOM TEACHER?

28. IF YOUR ANSWER IN QUESTION 27 WAS BY REMOVING THE TITLE I IDENTIFIED STUDENTS FROM THE REGULAR CLASSROOM:

- (a) List the subjects students are being taken from in order to take reading under the heading READING. Also, list the subjects students are being taken from in order to take math under the heading MATH below.

READING

MATH

- |    |       |    |       |
|----|-------|----|-------|
| 1. | _____ | 1. | _____ |
| 2. | _____ | 2. | _____ |
| 3. | _____ | 3. | _____ |
| 4. | _____ | 4. | _____ |
| 5. | _____ | 5. | _____ |

- (b) Indicate whether the schedule by which students are removed from classes to take reading or math is the same or rotated each week by writing SAME or ROTATE in the appropriate blank provided next to the subjects you listed under the headings READING and MATH above.

29. WHAT IS THE AVERAGE AMOUNT OF TIME SERVICES RENDERED TO TITLE I IDENTIFIED STUDENTS BY THE RESOURCE TEACHERS EACH WEEK?

READING

MATH

- |                                    |                                    |
|------------------------------------|------------------------------------|
| a. Number of Days Per Week _____   | c. Number of Days Per Week _____   |
| b. Number of minutes Per Day _____ | d. Number of minutes Per Day _____ |

30. WHAT IS THE AVERAGE PUPIL/RESOURCE TEACHER ratio in:

- (a) \_\_\_\_\_ Reading  
(b) \_\_\_\_\_ Mathematics

31. DID YOU HAVE AVAILABLE THE NECESSARY INFORMATION ABOUT TITLE I (HEALTH-EDUCATION-WELFARE REGULATIONS, OFFICE OF EDUCATION GUIDELINES, DCPS SYSTEM'S PHILOSOPHY ON IMPLEMENTATION) IN ORDER TO EFFECTIVELY ORGANIZE AND CARRY OUT THE PROGRAM AT YOUR SCHOOL?

- (a) \_\_\_\_\_ YES  
(b) \_\_\_\_\_ NO

32. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT THE CONCENTRATION OF TITLE I MONIES ARE BEING OPTIMALLY ALLOCATED.

- (a) \_\_\_\_\_ YES  
(b) \_\_\_\_\_ NO

33. HOW WOULD YOU RECOMMEND CONCENTRATING TITLE I MONIES?

34. DO YOU HAVE ANY INPUT INTO THE DECISION-MAKING AS TO:

- (a) How Title I monies are spent?
- (b) What programs or services are included in Title I programs?
- (c) Who gets Title I services at your school?

YES	NO

35. GIVEN THE SAME AMOUNT OF TITLE I FUNDS AVAILABLE AT YOUR SCHOOL, DO YOU HAVE ANY RECOMMENDATIONS FOR CHANGING THE PRESENT CRITERIA (SCORING BELOW THE 50th PERCENTILE) FOR IDENTIFYING STUDENTS?

(a) \_\_\_\_\_ YES (Please specify)

(b) \_\_\_\_\_ NO

36. HOW DOES YOUR SCHOOL HANDLE THE SITUATION OF:

(a) The Title I Identified transfer student:

(1) Transferring into your school?

(2) Transferring out of your school?

(b) Grade-to-grade Identified student progression and program continuity?

(c) Channeling Identified students from one CRP to another in the event of your school's changing it's program configuration?

37. HAS THE TITLE I ADMINISTRATION GIVEN YOUR SCHOOL FISCAL YEAR 1974 GUIDELINES FOR HANDLING:

(a) Title I students transferring into your school?

(1) \_\_\_\_\_ NO

(2) \_\_\_\_\_ YES

(b) Title I students transferring out of your school?

(1) \_\_\_\_\_ NO

(2) \_\_\_\_\_ YES

(c) Grade-to-grade Identified student progression and program continuity?

(1) \_\_\_\_\_ NO

(2) \_\_\_\_\_ YES

38. DOES YOUR SCHOOL HAVE THE TITLE I TOTAL LEARNING CENTER SPECIAL EDUCATION COMPONENT FOR EXCEPTIONAL CHILDREN?
- (a) ☐ YES  
(b) ☐ NO (Go to Question )
39. WHAT OTHER TITLE I SCHOOLS "FEED IDENTIFIED STUDENTS TO YOUR CENTER FOR SPECIAL EDUCATION?
- (a) ☐ NONE  
(b) ☐ (Please list the schools, then go to Question )
40. IS YOUR SCHOOL A FEEDER SCHOOL FOR A TITLE I SCHOOL EQUIPPED WITH SUCH A CENTER?
- (a) ☐ NO  
(b) ☐ YES (Please list the school)
41. WHAT EFFECT WOULD THE INCLUSION OF A SPECIAL EDUCATION COMPONENT HAVE ON THE OVER-ALL ACHIEVEMENT SCORES OF TITLE I IDENTIFIED STUDENTS AT YOUR SCHOOL?  
(Please indicate why)
- (a) Negative:
- (b) Neutral:
- (c) Positive:
42. WHAT PERCENTAGE OF TITLE I IDENTIFIED STUDENTS HAVE BEEN PLACED BACK INTO THE REGULAR CLASSROOM SITUATION? \_\_\_\_\_

43. IS A TITLE I PROGRAM EMPHASIZING THE DEVELOPMENT OF BASIC SKILLS IN READING AND MATHEMATICS THROUGH AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS BETTER SERVED BY:

- (a) ☐ Open-Classroom approach?
- (b) ☐ Self-Contained Classroom approach?

44. IN RELATION TO AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS, WHICH SHOULD BE EMPHASIZED?

- (a) ☐ Hardware(equipment)
- (b) ☐ Software (method)
- (c) ☐ Both "a" and "b"
- (d) ☐ Neither "a" nor "b"

45. SHOULD TITLE I PARTICIPANTS IN THE DCPS SYSTEM BE IDENTIFIED ON THE BASIS OF: (Please check one)

- ☐ Census date determination of low-income families
- ☐ On the basis of pupil achievement scores
- ☐ Some combination of "a" and "b"
- ☐ Other (Please specify)

46. IF A CHILD LEAVES A TITLE I CLASS, IS A NEW PUPIL ASSIGNED TO FILL HIS PLACE? CHECK ALL THAT APPLY.

- ☐ Yes
- ☐ No
- ☐ By randomly assigning all available pupils
- ☐ No predetermined basis
- ☐ Low income
- ☐ Indications of low achievement
- ☐ Other (specify)

47. ON WHAT BASIS WERE TEACHERS ASSIGNED AS TITLE I TEACHERS? CHECK ALL THAT APPLY.

- ☐ Stated teacher preference
- ☐ Specialized training
- ☐ Previous teaching experience
- ☐ No predetermined basis
- ☐ Other (specify)

48. PLEASE GIVE YOUR FRANK APPRAISAL OF THE EFFECTIVENESS OF THE SERVICES OF EACH OF THE FOLLOWING TITLE I STAFF MEMBERS AND ASPECTS OF THE PROGRAM IN MEETING THE NEEDS OF THE STUDENTS IN YOUR SCHOOL USING THE FOLLOWING SCALE:

- 3 - very effective
- 2 - effective
- 1 - not very effective
- 0 - not effective
- N - non-applicable

USE LINE "a" FOR THE RATING AND LINE "b" TO PROVIDE A BRIEF EXPLANATION

Instructional Coordinator

b.

Reading Resource Teacher

a.

b.

Math Resource Teacher

a.

b.

Pupil Personnel Worker

a.

b.

Pupil Personnel Aide

a.

b.

Staff Assistant

a.

b.

Health Aide

a.

b.

Clinical Psychologist

a.

b.

Psychiatric Social Worker

a.

b.

Speech Therapist

a.

b.

Other (By Position)

a.

b.

49. IN ORDER OF PREFERENCE, LIST THE THREE THINGS YOU LIKED MOST ABOUT YOUR EXPERIENCE AS PRINCIPAL OF A TITLE I SCHOOL.

1.

2.

3.

50. STARTING WITH YOUR BIGGEST GRIPE, LIST THREE THINGS YOU LIKED LEAST ABOUT YOUR TITLE I EXPERIENCE.

1.

2.

3.

51. STARTING WITH THE MOST SIGNIFICANT, WHAT WERE YOUR THREE MOST SIGNIFICANT EXPERIENCES AS THE PRINCIPAL OF A TITLE I SCHOOL?

1.

2.

3.



52. HAVE YOU HAD ANY IN-SERVICE TRAINING THIS YEAR THAT WAS SPECIFICALLY RELATED TO YOUR JOB?

☐ YES

☐ NO

53. IF YOU HAVE HAD IN-SERVICE TRAINING, PLEASE CHECK IN COLUMN "A" THOSE TRAINING ACTIVITIES IN WHICH YOU PARTICIPATED. FOR EACH ACTIVITY CHECKED IN COLUMN "A" INDICATE THE DEGREE TO WHICH YOU FOUND IT HELPFUL BY CIRCLING THE APPROPRIATE NUMBER UNDER "B".

	Training in which I participated	No help	Little help	Some help	Great help
On the job training	<input checked="" type="checkbox"/>	1	2	3	4
Participation in workshops, conferences, and seminars	<input checked="" type="checkbox"/>	1	2	3	4
Discussions on methods of dealing with specific problems	<input checked="" type="checkbox"/>	1	2	3	4

54. HOW ADEQUATELY HAS YOUR IN-SERVICE TRAINING PREPARED YOU TO DO YOUR JOB MORE EFFECTIVELY?

- a ☐ very adequate
- b ☐ adequately
- c ☐ not very adequate
- d ☐ not adequate

55. ALL THINGS CONSIDERED, HOW DO YOU FIND WORKING AS PRINCIPAL OF A TITLE I SCHOOL?

- a ☐ very satisfying
- b ☐ fairly satisfying
- c ☐ not very satisfying
- d ☐ not satisfying

56. PLEASE LIST ANY SUGGESTIONS YOU MIGHT HAVE FOR THIS OR FUTURE YEARS' TITLE I EVALUATIONS

P. PARENT ADVISORY COMMITTEE QUESTIONNAIRE

This questionnaire is a part of a study to evaluate the D.C. Public Schools Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your experiences by completing this questionnaire.

1. In your opinion, what are the goals of the Parent Advisory Committee?
  - a ☐ Involve parents and school personnel in a cooperative effort to increase educational opportunities for Title I children.
  - b ☐ Improve home-school relationships
  - c ☐ To help Title I personnel to identify the needs of Title I children
  - d ☐ To involve parents in the education of their children
  - e ☐ Other (Please specify) \_\_\_\_\_
2. Which group(s) make up the PAC?
  - a ☐ parents of Title I children
  - b ☐ parents of non-Title I children
  - c ☐ community people not connected with the school
  - d ☐ principals
  - e ☐ teachers
  - f ☐ other (please specify) \_\_\_\_\_
3. How are parents selected for PAC participation?
  - a ☐ by principal
  - b ☐ by teachers
  - c ☐ by the PTA
  - d ☐ by civic groups
  - e ☐ other (please specify) \_\_\_\_\_
4. Were you an active participant in your school's affairs before becoming a PAC member?
  - a ☐ yes
  - b ☐ no
5. Which area(s) was PAC involved in during present school year (FY 73)?  
(Check all that apply)
  - a ☐ program development
  - b ☐ program implementation
  - c ☐ program evaluation
  - d ☐ staff selection
  - e ☐ teacher selection
  - f ☐ student need identification
  - g ☐ program planning
  - h ☐ workshop, seminars, conferences, etc.
  - i ☐ other (please specify) \_\_\_\_\_

6. How would you rate the PAC's involvement in each of the following areas?  
(please check the appropriate box)

	Quite Sufficient	Sufficient	Not Sufficient
a. Program development			
b. Program implementation			
c. Program evaluation			
d. Staff selection			
e. Teacher selection			
f. Student need identification			
g. Program planning			
h. Workshops, seminars, conferences			
i. Other (please specify)			

7. How is communication maintained between PAC and other parts of Title I?

- a \_\_\_ no communications (go to question #9)  
 b \_\_\_ workshops, seminars, conferences, etc.  
 c \_\_\_ meetings  
 d \_\_\_ newsletters  
 e \_\_\_ other (please specify) \_\_\_\_\_

8. How would you rate existing communication between PAC and other parts of Title I?

- a \_\_\_ very effective  
 b \_\_\_ moderately effective  
 c \_\_\_ effective  
 d \_\_\_ not very effective  
 e \_\_\_ ineffective (If so, how could it be improved?)

9. How does PAC communicate with other parents?

- a ☐ no communications
- b ☐ workshops, seminars, conferences
- c ☐ meetings
- d ☐ newsletters
- e ☐ other (please specify)

10. In your opinion, which one of the following parts of the Title I program was most beneficial to students?

- a ☐ pupil personnel services
- b ☐ reading
- c ☐ mathematics
- d ☐ health
- e ☐ speech
- f ☐ cultural enrichment
- g ☐ parent volunteer corps
- h ☐ health aides
- i ☐ educational aides
- j ☐ Title I staff assistants
- k ☐ pilot career foundations
- l ☐ special education learning centers
- m ☐ other (please specify)

11. What three major problems has PAC encountered?

- 1.
- 2.
- 3.

12. In order of preference, list the three things you liked most about your experience.

- 1.
- 2.
- 3.

13. Starting with your biggest gripe, list the three things you liked least about your PAC experience.

- 1.
- 2.
- 3.

14. Starting with the most significant, what were your three most significant experiences as a member of the PAC?

1.

2.

3.

15. Beginning with the most important, what recommendations would you make to improve PAC's effectiveness?

1.

2.

3.

16. In your opinion, what percent of PAC's objectives for this year (FY 73) were achieved?

INSTRUCTIONS: Use any numeral between 1-100 to represent the extent to which you believe PAC achieved its objectives for this year. (For example, 10%, 53%, 37%, 89%, etc.)

Write numeral here \_\_\_\_\_

Q. Interview with Respondents in Title I Communities

Name of Interviewer: \_\_\_\_\_

Time: \_\_\_\_\_ Morning \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Afternoon \_\_\_\_\_ Case Number: \_\_\_\_\_

\_\_\_\_\_ Evening \_\_\_\_\_

Cluster Number \_\_\_\_\_ Census Tract \_\_\_\_\_

Block Number \_\_\_\_\_ Corner Start \_\_\_\_\_

Location of Unit \_\_\_\_\_ Counting Direction \_\_\_\_\_

Boundaries  
North \_\_\_\_\_ East \_\_\_\_\_

South \_\_\_\_\_ West \_\_\_\_\_

Place of residence \_\_\_\_\_

	1 adult	2 adults	3 adults	4 adults or more
0 Men	Adult	Oldest Woman	Oldest Woman	Youngest Woman
1 Man	Adult	Woman	Youngest Woman	Man
2 Men		Youngest Man	Youngest Man	Youngest Man
3 Men			Oldest Man	Woman or Youngest Woman
4 or More				Youngest Man

NUMBER OF ADULTS IN HOUSING UNIT

Number of call backs \_\_\_\_\_

Reason for no interview \_\_\_\_\_

1. Do you have a child in a neighborhood

\_\_\_\_\_ junior high school?

\_\_\_\_\_ elementary school?

\_\_\_\_\_ non-public (grades 1 thru 8)?

2. Are you familiar with the Title I program in the District of Columbia Public Schools? Check appropriate components below.

\_\_\_\_\_ Yes

\_\_\_\_\_ No (If no, no further questions are not to be asked)

\_\_\_\_\_ Reading Program

\_\_\_\_\_ Math Program

\_\_\_\_\_ Speech Services

\_\_\_\_\_ Clothing

\_\_\_\_\_ Medical Services

\_\_\_\_\_ Cultural enrichment

\_\_\_\_\_ Tutoring

\_\_\_\_\_ Counseling

\_\_\_\_\_ Other (list)

3. How did you get information about Title I? (Check all which apply)

\_\_\_\_\_ Neighborhood Schools

\_\_\_\_\_ Community Organizations

\_\_\_\_\_ Word-of-mouth

\_\_\_\_\_ Newspaper

\_\_\_\_\_ Radio

\_\_\_\_\_ TV

\_\_\_\_\_ Other (Specify)

4. Have you been invited to participate in Title I activities by the D.C. Schools?

\_\_\_\_\_ Yes

\_\_\_\_\_ NO (If no, no further questions are not to be asked)

5. Did you participate in

\_\_\_\_\_ Title I Parent Advisory Council Meetings

\_\_\_\_\_ Workshops or training sessions

\_\_\_\_\_ Volunteering in the classroom or school

\_\_\_\_\_ Other (Specify)

6. Do you feel the community has improved because of the Title I program?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

\_\_\_\_\_ NOT SURE



7. Do you feel there is a closer relationship between schools and the community because of the Title I Program?

**R. Student Supplemental Instruction Form**

Please fill in the names of any students to whom you gave supplemental instruction from the following classes:

Class: (to be filled in by evaluation team)

Students:	Number Minutes per Session	Number Sessions per Week	Number of Months Instruction
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Class: (to be filled in by evaluation team)

Students	Number Minutes per Session	Number Sessions per Week	Number of Months Instruction
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Class: (to be filled in by evaluation team)

Students:	Number Minutes per Session	Number Sessions per Week	Number of Months Instruction
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			